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AUTHOR Maner, Arnold H.
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ABSTRACT

The Maryland State Board for Community Colleges is conducting a study of the needs for postsecondary vocational-technical education on the Lower Eastern Shore of the state. This document represents an interim report on the progress of the study. Procedures included analyzing existing manpower and student interest data, verifying this information with local employment offices and employers in the four counties of the area, consulting with a Steering Committee of area residents, and administering a questionnaire survey to determine the interests of local individuals in enrolling in specific programs. Specific recommendations are made as to the types of programs needed and the curricula to be included in each program. The author recommends the establishment of Lower Shore Community College (LSCC), a "community college without walls", which would utilize existing facilities in the area. The college would be vocational-technical in its orientation. Services would be provided on a contract basis by existing institutions and LSCC would have coordinating and administrative responsibilities only, thereby maximizing cost-effectiveness. A proposed operating budget for LSCC is appended, as are the student interest questionnaire and a list of program priorities and locations. (Author/DC)

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POSTSECONDARY OCCUPATIONAL EDUCATION NEEDS STUDY FOR THE LOWER EASTERN SHORE

A
Proposal

Presented to
The County Governments
Of
Dorchester, Wicomico,
Worcester, and Somerset

By

Arnold H. Maner

February 3, 1975

JC 750 385

ABSTRACT

Utilizing funds provided by the Division of Vocational Education, the Maryland State Board for Community Colleges is conducting a study of the needs for postsecondary vocational-technical education on the Lower Eastern Shore. This document represents an interim report on the progress of the study.

The procedure utilized was that of analyzing unmet job opportunity data from the Maryland Employment Service and State Planning Office; verifying this information with local employment offices and employers in the four counties; and, through a questionnaire survey, determining the interests of individuals in enrolling in specific programs.

Based on the analysis of data received to date, it is concluded that certificate and Associate Degree programs are needed in the following areas:

Business

- Accounting
- Business Management
- Hotel-Motel Management
- Retailing

Building Trades

Law Enforcement

Office Occupations

Automotive Technology

Nursing (RN)

A potential need also exists in such areas as Agriculture, Data Processing, Dental Assisting, Drafting Technology, Licensed Practical Nursing, Medical Laboratory Technology, Electronics Technology, Farm Management, Food Processing, Landscaping, Marine Technology, Transportation Technology, Welding, and others.

An effort to identify a suitable administrative structure for delivery of these services has resulted in a recommendation to establish a community college for the Lower Eastern Shore.

The community college would be vocational-technical in its orientation and would not duplicate any facilities or services offered in existing institutions in the area.

Each of the four county governments has agreed to review and react to this report.

ACKNOWLEDGMENT

Thanks are due to many people who devoted an enormous amount of time and effort to this project. Among them are Dr. Alfred C. O'Connell, Executive Director of the Maryland State Board for Community Colleges; and the Messrs. James Reid and James S. Smith of the Maryland State Department of Education, Vocational Educational Division.

The Superintendents of Schools for the Lower Shore counties were most helpful to me. They are Dr. Jack B. Kussmaul, Somerset County; Mr. Royd A. Mahaffey, Wicomico County; Mr. Robert Gaddis, Worcester County; and Mr. Joseph Shilling, Dorchester County.

Special adknowledgment must go to the members of the Steering Committee, whose untiring efforts and undaunted enthusiasm were instrumental in the evolvement of this proposal. These unselfish people are listed below, by county:

Dorchester County:

James Benjamin

Robert Davis

Richard Haumersen

Sam Monaghan

Warren Neal

Ray Nicholas

Herman Stevens

Ray Stevens

Rutledge Turner

Wicomico County:

E. A. (Andy) Anderson

Arthur Binz

Robert Cook

Mrs. Warren Cox

Terrance Greenwood

Sterral Gregory

Norman Grubb

LaMar Ketelsleger

The Hon. Joseph Long

Frank Morris

Thomas Palenchar

Kenneth Rapp

Dale Turner

Thomas Wilburn

Frank Wood

Richard Wootten

Worcester County:

George Brous

David W. Bruning

Mrs. Thelma Conner

Charles Fulton

Blake Lovette

Fred Nicholl

Robert Robertson, Jr.

Avery Smith

Abe Spinak

Somerset County:

Harold Cullen

George Kemp

Alexander Jones

Ronald G. Roberts

The Hon. Lloyd L. Simpkins

Richard Thomas

A contribution of major importance to the project concerned the specific needs of employers for trained personnel in several program areas. A list of those persons who testified in these areas is listed below.

Mr. Binz, Nursing

Mrs. Conner, Hotel-Motel Management

Mr. Lee Dolbey, Building Trades

Mr. Charles Habliston, Accounting

Lt. Michael Maloney, Law Enforcement

Mr. Curtis Pusey, Office Occupations

Mr. Wood, Automotive Technology

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POSTSECONDARY OCCUPATIONAL EDUCATION NEEDS STUDY FOR THE LOWER EASTERN SHORE

An
Interim Report

INTRODUCTION

In September, 1974, the Division of Vocational Education provided funds to the Maryland State Board for Community Colleges for the purpose of determining the need for postsecondary vocational-technical education programs on the Lower Eastern Shore. The State Board subsequently employed a consultant, Dr. Arnold Maner, charging him with the responsibility of directing the project.

This paper represents an interim report on the progress of the study to date. A final report will be submitted in the spring of 1975.

REVIEW OF RELATED LITERATURE

The following sections deal with the process of determining student interest and job opportunities, enrollment projections, and the economic justification for offering postsecondary vocational-technical programs.

Student Interest

A review of the literature revealed that the principal method of assessing potential student interest was by survey. Further examination indicated that the Ohio Vocational Interest Survey (OVIS) was frequently utilized for this purpose. Two such studies[1,2] provided models for the questionnaire (Appendix C) in the current project.

Manpower Forecasting

The most comprehensive review of various procedures for predicting labor demand was provided by Kidder[3], who examined features of selected manpower forecasting methods used under a variety of conditions. Many of these models were complex mathematical approaches which are concise and allow fairly routine tests of accuracy. Principal among these are the Bureau of Labor Statistics Matrix and the Occupational Training Information System (OTIS). The

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[1]Wisconsin State Board of Vocational, Technical, and Adult Education, Post High School Career Preference Study of District Three, Southwest Wisconsin Junior Students. Madison, Wisconsin. June, 1972.

[2]Bishop, Joseph F., Aspirations and Opportunities: A Comparison of Student Interest on the Eastern Shore of Maryland with Employment Projections in the Area, State and Nation. Wye Institute, Cheston-on-Wye, Maryland. January, 1972.

[3]Kidder, David E., Review and Synthesis of Research on Manpower Forecasting for Vocational-Technical Education. The Ohio State University, Columbus, Ohio. February, 1972.

author suggests the modification of any projections of job opportunities to reflect input from economic base studies and other local sources of information. The author further recommended the use of industry coordinators and a broadly based advisory committee, in order to verify job opportunities at the local level. Each of these recommendations were subsequently implemented in the Eastern Shore project.

Economic Justification

Literally dozens of studies have been conducted which show that the average cost of vocational-technical education is more than covered by the average benefits of the program. The Ohio State University[4] provided a review and synthesis of cost effectiveness studies, which clearly indicate that the program costs can be viewed as an investment in which individuals who graduate from the programs as well as the local community can expect an early return.

In a study more specifically oriented to the Maryland scene, McManis[5] reported that a graduate of a two-year

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[4]Stromsdorfer, Ernst W. Review and Synthesis of Cost Effectiveness Studies of Vocational and Technical Education. The Ohio State University, Columbus, Ohio. 1972.

[5]McManis Associates, Management and Research Consultants, Outline of Maryland State Residential Vocational-Technical Center Study, Washington, D.C. November, 1974.

post-high school vocational-technical program, as a result of additional income capability, would pay at least $34,545 more in County, State and Federal income taxes alone during his/her lifetime than the average high school graduate. Assuming that a two-year program costs $3,000 per student in state and local taxes (not including student tuition), the net return to the State would be $31,545 over his lifetime. He would have returned the $3,000 in increased taxes in 3.9 years. The sources of data for this analysis were the 1974-75 Occupational Outlook Handbook and the U. S. Internal Revenue Service. The calculations were statistically verified by the Riggs National Bank of Washington, D. C.

Enrollment Projections

There are numerous formula for predicting potential enrollment of the programs. Among the more conservative of these is the California formula, in which the potential is derived by taking 40% of the high school graduates for the two preceding years.

We can also take advantage of the experience of community colleges throughout Maryland. Statistics from the Maryland State Board for Community Colleges indicate that attendance averages 1.55% of the total population.

Student Characteristics

Several studies[6] were reviewed which clearly indicate that there are differences between students in postsecondary vocational-technical programs and those in arts and sciences. The students are not simply an aggregate of individuals who are in vocational programs because they have been unsuccessful in other courses or because they have been judged unable to complete an academic course of study. While such students are more immediately job oriented than liberal arts students, follow-up studies of graduates indicate that over forty percent (40%) of the students completing a career program do eventually transfer to a baccaulaureate program.

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[6]Cross, Patricia K. "Occupationally Oriented Students," Junior College Research Review, Washington, D. C., November, 1970; and Stewart, L. H., Characteristics of Junior College Students in Occupationally Oriented Curricula, Berkeley, California, March, 1966.

PROCEDURE

The following outline indicates the sequence of events which were designed to collect data necessary for the formulations of the consultant's recommendations.

1. Review of previous studies and data pertaining to the Lower Eastern Shore, including:
    a. previous proposals for a community college[7]
    b. Employment Security manpower projections[8]
    c. State Planning Office manpower projections[9]
    d. Student Interest Survey[10]

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[7]Proposals for a community college, including: Cook, Robert W. A Proposal for a Technically Oriented Community College for the Lower Eastern Shore Counties of Wicomico and Worcester, April, 1972; Coolidge, Archibald C. A Community College for the Sixteenth Senatorial District; and Jones, Alexander. A Proposal for a Technically Oriented Community College for the Lower Eastern Shore of Maryland, 1972.

[8]Maryland State Employment Security, Employment Outlook - Lower Eastern Shore, 1971-1975, May, 1972.

[9]Maryland State Planning Office, Employment Projections by County, Annapolis, 1974.

[10]Bishop, Joseph F., op cit.

2. Verification of existing data relating to job opportunities and student interest by:
    a. contacting public and private employment offices in the four-county area.
    b. surveys and statements by local employers relative to job requirements and opportunities.
    c. questionnaire survey of potential students from among the following groups:
        1. high school seniors
        2. employed persons
        3. welfare recipients
        4. general public.
3. Contact existing institutions, including Delaware Tech, Chesapeake Community College, UMES, and Salisbury State, for the purpose of determining their interest in providing:
    a. instructional services
    b. administrative services
4. Appointment of a Steering Committee from the area, with representatives from:
    a. business and industry
    b. labor
    c. education
    d. local governments.

The purpose of the Committee is to assist in:

a. providing data

b. identifying facilities

c. public relations

d. reviewing administrative alternatives

e. reviewing proposal draft.

5. Analysis of data to determine:

a. programs to be offered

b. locations of programs.

6. Identification of administrative unit based on:

a. local wishes

b. State Agency acceptance

7. Preparation of a proposal draft to be presented to:

a. Steering Committee

b. County Governments

c. State Agencies.

8. Pending approvals, work to implement programs as soon as possible.

ANALYSIS

Previous Studies

A summary of the findings from a review of pre-existing data is found in Table I, "Potential Program Needs." This information provided valuable insight into the type of program likely to emerge from the current study.

The column marked "Employment Service" refers to the projections of additional job opportunities during the period 1971-1975, for the four (4) county area. The survey was conducted by the Maryland State Employment Security office. The column marked "State Planning Office" represents projections of that State Agency, based on a statistical procedure. Each projection is based on different time periods, and different techniques. The column marked "Student Interest" contains data reported in an earlier study by the Wye Institute. The student interest survey did not include Worcester County.

It can thus be seen from the table that Retailing, Office Occupations, Accounting, Building Trades, Nursing, Automotive Technology, Business Management, and Law Enforcement were identified as high high potential areas for further consideration.

TABLE I

POTENTIAL PROGRAM NEEDS

Program	Number of Jobs* Employment Service	State Planning Office	Student Interest**
Retailing	1243	620	67
Office Occupations	526	364	334
Accounting	143	49	128
Building Trades	1066	57	277
Allied Health (Nursing)	907	22	249
Auto Mechanics	170	20	150
Business Management	70	44	76
Sewing Machine Operators	389	15	32
Meat Cutters	-	27	-
Electronic Technicians	12	-	43
Draftsmen	53	-1	12
Welding	112	17	-
Law Enforcement	150	12	64
Custodial Service	123	17	-

* Employment Service - 5-year projection
Refer to Bibliography Reference # 4

State Planning Office - 2-year projection
Refer to Bibliography Reference # 5

Both sources of data have been adjusted to account for outputs from existing programs.

** From Wye Institute Study
Refer to Bibliography Reference # 1

Verification of Job Opportunities

With the assistance of the Steering Committee members, employers in each of the high potential program areas were identified. Their statements, as contained in Appendix A, "Steering Committee Proceedings," indicate that, although graduates of the vocational-technical centers are in demand by industry, they are in insufficient numbers and they need additional preparation in order to advance in responsibilities. Also, in some cases, the Associate Degree is required for entry-level employment. Needs were also indicated for trained persons in many other areas not currently available.

In addition, supportive statements by Mr. Curtis Pusey of the Maryland Employment Security office indicated that job requests in the job categories listed above were in adequate number to warrant initiation of programs. Further evidence, in the form of written responses from other public and private employment offices in the area, was also received (Appendix B). These statements clearly indicate a need for additional training.

Student Interest

A questionnaire (Appendix C) was administered to the following groups: 1) Seniors in high schools in each of the four (4) counties; 2) currently employed individuals for a sample of "larger" employers; 3) a sample of Welfare

recipients in one county; and 4) the general public.

The results of the survey of high school seniors, found in Table II, clearly indicates a need for training in the nine (9) programs listed. The responses indicate that of 1,617 who completed the survey, 742 selected one of these programs as a first choice. In addition, another 290 individuals had checked one of these nine programs as a second choice.

One of the reasons for this high interest may be the success enjoyed by the vocational-technical centers in the area. Another factor may be the emergence of the "New Vocationalism" which finds more and more young people entering postsecondary vocational-technical programs, after having completed high school.

Program Location

Specific courses in any program would be offered where there are sufficient numbers of students and where adequate facilities are available.

Where the student interest data indicate consolidation would be necessary, as in the case of Hotel-Motel Management, it is clear that the program should be located in Ocean City, since facilities and job opportunities are concentrated there. For the same reason, Law Enforcement should be located in

TABLE II

STUDENT INTEREST SURVEY
HIGH SCHOOL SENIORS

Program	Dorchester	Somerset	Wicomico	Worcester	Total
Accounting	29	6	33	11	79
Allied Health (RN)	18	19	16	18	71
Automotive Technology	12	8	35	12	67
Building Trades	31	18	51	30	130
Business Management	8	7	20	8	43
Hotel-Motel Management	2	3	5	5	15
Law Enforcement	8	9	15	7	39
Office Occupations	64	34	90	38	216
Retailing	25	13	30	14	82
Total	197	117	295	143	742
Total Surveyed	281	365	773	198	1617

Males	764	47%	Day Programs	713	63.5%
Females	819	52%	Evening Programs	409	36.5%

Type of Program:

Associate Degree	730	47.2%
Certificate	238	15.4%
Non-credit	55	3.6%
None of these	522	33.8%

Other Programs of High Interest:

Agriculture/Marine	38
Data Processing	62
Dental Assistant	25
Drafting	26
Electronics	37
L.P.N.	33
Medical Laboratory Tech.	37

Dorchester County, since there are more job opportunities in that county.

In the Building Trades and in Office Occupations, where student interest appears high in each county, the ability to offer these programs in each of the four (4) counties appears likely, depending on the availability of facilities and other resources.

No new facilities would be needed since the resources of the vocational-technical centers and those of UMES and SSC would be available.

Enrollment Projections

In projecting the total potential enrollment, both the California formula (40% high school seniors for preceding two years) and the Maryland averages (1.55% of population served) were utilized. These figures are included in Table III, below.

TABLE III

ENROLLMENT POTENTIAL

County	Md. Avg.	Calif. Formula
Dorchester	456	310
Somerset	293	200
Wicomico	841	650
Worcester	379	250
Total	1,969	1,410

The Maryland figures are "head count" averages. The ratio of head count to full-time equivalent (FTE) is 1100/700. Application of this ratio yields a projection of 1,253 FTE's as an eventual total for the area.

One means of determining the validity of such projections is that of examining how well enrollments have developed in similar areas within our own state. In Table IV it is shown that both Allegany and Charles Counties, with each having a lower population base than the combined Lower Eastern Shore, have been able to successfully operate community college programs. Allegany County, like the Lower Eastern Shore, is located between two neighboring states, each of which offers postsecondary vocational education; yet the need within Allegany County is sufficient to warrant a vocational-technical school, a community college, a private business school and a state college.

Administration

Once the identity of the type and level of needed programs had been established, it became necessary to consider the various alternatives for administration. The following discussion deals with the possibilities which were considered, along with the reasons why an independent community college is being recommended.

Public Schools - The public schools are currently

TABLE IV

COMPARATIVE DATA

	ALLEGANY COUNTY	CHARLES COUNTY	LOWER EASTERN SHORE (4)
Population, 1970	84,044	47,678	127,007
Age 5 - 19	23,028	16,748	35,799
Age 20 - 44	24,447	15,628	36,595
Industries Employing Over 400	5	1	14
Post Secondary Institutions	1.Allegany Co. Vo-Tech School 2.Frostburg State College 3.Allegany Community College 4.Catherman's Business School	1.Charles Co. Vo-Tech Center 2.George Washington Univ-Off Campus 3.Charles County Community College	1.Wicomico Co. Vo-Tech Center 2.Salisbury State College 3.UMES 4.Worcester Co Vo-Tech Center 5.Woodridge School for Secretaries 6.Dorchester Vo-Tech Center 7.Somerset Vo-Tech Center
Number of Associate Degree Programs, Community College	20	19	
Number of Certificate Programs, Community College	6	9	
Number of Programs Offered in Common: Vo-Tech Centers and Community College	4	2	

References: College Catalogs;
Maryland State Department of Economic and Community Development

offering adult vocational programs. However, the needs, as determined in this study, are for postsecondary programs offering college credit, and leading to Associate Degree and certificate options. Some employers (e.g., Law Enforcement) require the Associate Degree for entry-level employment, while over forty-seven percent (47%) of the high school seniors expressed an interest in obtaining that award. The public schools have, however, indicated a complete willingness to cooperate by making facilities and other resources available, thus insuring the delivery of needed educational services.

Chesapeake Community College - This college is located on the "Upper Shore", and, since the administration of this institution indicated an interest in establishing a branch campus on the Lower Shore, this was given careful consideration. However, the Steering Committee, in its deliberation, determined that the resources to operate the programs existed within the four (4) county area. This realization, when coupled with the possibility of problems arising due to the location of a central administration some distance from the Lower Shore, led to the recommendation of another alternative.

University of Maryland, Eastern Shore - The UMES faculty and administration offered its full support and cooperation, including the use of facilities and other resources. They indicated no desire to award degrees or certificates, or to

take an active part in the administration of the programs, since this would not be consistent with the immediate goals of their institution.

Delaware Technical and Community College - The Georgetown campus of Delaware Tech offers a wide range of occupational programs. It was thought to be possible, though unlikely, that a branch of this institution could be established in the area. However, since their administration expressed no interest, this alternative was dropped. Dr. Paul Weatherly of the central administration and Mr. Jack Owens, Director of the Georgetown campus of Delaware Tech, have both expressed their willingness to assist in any way possible.

Salisbury State College - This institution is highly involved in the local community, and, when their administration indicated an interest in administering the programs, the Steering Committee recommended that this option be explored. Faced with the possibility that approvals for the Associate Degree might not be possible for a State College, the Committee stipulated that this option be explored quickly, in order that another alternative could be attempted. The approval for the degree has encountered some opposition.

Also, other unanticipated difficulties were encountered. Among these was the problem of State College tuition being

higher than in the typical community college, and the fact that this might discourage many students from attending. An attempt to resolve this by requesting local governments to provide a tuition differential met with further complications, and the decision to seek another alternative. Dr. Crawford has, however, pledged his support in insuring that the faculty, administration, facilities, and other resources are made available in support of needed occupational programs.

Vocational-Technical Community College - The establishment of a vocational-technical community college for the Lower Eastern Shore appears to offer the most viable alternative for providing the needed programs. Such an institution would not need to duplicate any services already available in the area, since these would be provided on a contract basis by existing institutions. Such services might include:

1. classroom instruction, including related and technical subjects.
2. supportive services, including admissions, registration, library, payroll, job placement, counseling, bookstore, etc.
3. facilities, including classroom and administrative offices.

The advantages of this alternative are manifold, including:

1. low tuition to residents of the area.
2. availability of funding through the traditional State Agencies, including the possibility of "seed money" from the Division of Vocational Education.
3. assurance of approval of the Associate Degree, since this would be consistent with existing guidelines.
4. identity within the local community, making it attractive for new industry to locate within the area.
5. responsiveness to the needs of the local community, due to the existence of a local Board of Trustees, and the involvement of advisory committees in specific programs.
6. greater efficiency through the utilization of personnel and facilities already available within the community.

Budget

By utilizing a "community college without walls" concept, and by contracting for available services within the community, an economy of operation is expected.

The following budget projections are based on a conservative approach, and the philosophy that it is best to establish a few programs on a firm foundation before moving forward with other programs.

Based on $2,000 per full-time equivalent student, the following costs are generated for the first three (3) years:

TABLE V

THREE-YEAR BUDGET PROJECTION
(in thousands)

	1st yr.	2nd yr.	3rd yr.
State	$110	$165	$220
Federal	52	80	108
Local	4	4	4
Student	34	51	68
Total	$200	$300	$400
No. of Students	100	150	200

The above figures indicate the total costs based on fifty-five percent (55%) state and seventeen percent (17%) student participation. The remaining twenty-eight percent (28%) represents a local commitment. This means that each student would generate $1,100 in state revenue. The per student cost to the local governments would be $560. Student tuition of $340 would make up the total of $2,000 per student.

In determining the "fair share" of each county participating, it seems reasonable for each county government to furnish funds in direct proportion to the number of students attending. Using the percentages calculated from the student interest survey, the following costs were projected for the first three (3) years of operation:

TABLE VI

COUNTY SHARE OF OPERATING EXPENSES*
(in thousands)

	1st yr.	2nd yr.	3rd yr.
Dorchester	$14.0	$21.0	$28.0
Worcester	11.2	16.8	22.4
Wicomico	22.4	33.6	44.8
Somerset	8.4	12.6	16.8
Total	$56.0	$84.0	$112.0

*Based on student interest in first 9 programs: Dorchester 25%, Somerset 15%, Wicomico 40%, Worcester 20%.

The actual cost to the counties for the first three (3) years would be $1,000 per county per year. On the fourth and subsequent years, the counties would each pay their "share" of the operating expenses.

The county share for the fourth (4th) year of operation would be paid by the respective county governments. However, it is expected that the bulk of the county share of the expense for the first three (3) years will be paid from "seed money" provided by the Division of Vocational Education.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The need for postsecondary programs in vocational-technical education has been clearly established in a variety of areas. The procedure utilized was that of analyzing unmet job opportunity data from the Maryland Employment Service and State Planning Office; verifying this information with local employment offices and employers in the area; and, through a questionnaire survey, determining the interests of individuals in enrolling in specific programs.

Alternatives for delivery of these programs have also been pursued, and this effort has resulted in the recommendation to create a community college for the Lower Eastern Shore.

Conclusions

It is concluded that postsecondary programs in the following areas are needed. Such needs are for both short- and long-term certificates as well as for Associate Degrees:

Business:

Accounting

Business Management

Hotel-Motel Management

Retailing

Building Trades

Law Enforcement

Office Occupations

Automotive Technology

Nursing (RN)

Recommendations

1. A community college, utilizing existing facilities in the area, should be created for the purpose of implementing the above programs as soon as possible.

2. It is recommended that the need for additional programs be investigated in such areas as Agriculture, Data Processing, Dental Assisting, Drafting, Licensed Practical Nursing, Medical Laboratory Technology, Electronics, and others, since these are areas in which individuals have expressed a desire to receive training.

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APPENDIX A

PROCEEDINGS,
STEERING COMMITTEE MEETINGS

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES
Salisbury Mall, Suite 49
Salisbury, Maryland 21801

Proceedings

The first meeting of the Steering Committee was held on October 29, 1974, in the E. S. Adkins Room of the E. S. Adkins Company from 7:30 to 9:30 p.m.

In attendance:

Representing the State Agencies:

Dr. Arnold H. Maner, Project Director

Mr. James S. Smith, State Department of Public Instruction
Division of Vocational Education

Mr. Frank Morris
Maryland State Board for Community Colleges

Representing the Community:

Dorchester County:

James Benjamin	Western Publishing Company, Cambridge
Richard Haumersen	Marine Terminal, Cambridge
R. E. Nicholas	Farmer, Vienna
Rutledge Turner	Turner Gas Company, Cambridge

Somerset County:

Harold Cullen	Rubberset Company, Crisfield
Alexander (Sandy) Jones	Attorney, Princess Anne
H. George Kemp	Bountiful Ridge Nurseries, Princess Anne
Dr. Jack B. Kussmaul	Somerset County Superintendent of Schools
Ed Nelson	Carvel Hall, Crisfield
Richard H. Thomas	University of Maryland, Eastern Shore

Wicomico County:

P. R. Barlage	Green Giant Company, Fruitland
Arthur Binz	Peninsula General Hospital, Salisbury

Bob Cook	Greater Salisbury Committee; State Advisory Council
Mrs. Judy Cox	Wicomico County League of Women Voters
Terry Greenwood	Wicomico County Vo-Tech Center
Sterral Gregory	Labor representative, IBEW
Norman Grubb	Firestone Plastics Company, Salisbury
L. J. Ketelsleger	Green Giant Company, Fruitland
Walton H. Layfield	Perdue Foods, Inc., Salisbury
Royd A. Mahaffey	Wicomico County Superintendent of Schools
Kenneth I. Rapp	Salisbury Steel Products Company
Thomas B. Wilburn	Delmarva Power & Light Company, Salisbury

Worcester County:

George Brous	Flamingo Motel, Ocean City
David W. Bruning	Bruning Farms
Thelma Conner	Ocean City Chamber of Commerce; Dunes Motel
Fred Nicoll	F. S. Nicoll Real Estate, Ocean City
Robert H. Robertson, Jr.	Robertson Bros., Pocomoke
Phil Ryan	NASA, Wallops Island, Virginia

REPORT FROM MR. MORRIS:

Following introductions, a review of previous studies into the need for postsecondary vocational-technical programs was provided by Mr. Morris. He outlined the findings of labor demand and student interest surveys which had been conducted by Employment Service, the Wye Institute, and other agencies. In addition, he presented the positions taken by the various county governments on previous recommendations. Since more than one county's participation was required for the implementation of programs, and since no two counties had simultaneously voted in favor of a single recommendation, the effort to establish programs is still continuing.

REPORT FROM MR. SMITH:

Mr. James Smith, on behalf of Mr. Reid, Assistant State Superintendent of Public Instruction, stated that their agency's interest was limited to the assessment of needed programs. Funds for the current study

have been provided by the Division of Vocational Education for that purpose. Mr. Reid has also indicated that his office could provide funds to supplement the local share of operating costs for programs for an initial period not to exceed three years.

OVERVIEW OF THE PROJECT:

Dr. Maner stated that the current project would be carried forth in three distinct phases. The initial phase would deal with the assessment of needs, based on labor demand and student interest in particular programs.

The second phase would involve the development of working relationships with Salisbury State College and the University of Maryland, Eastern Shore, for the purpose of identifying the availability of related instruction (math, science, etc.) necessary for each technical program.

Next, each of the existing institutions (Salisbury State, UMES, Chesapeake Community College) will be considered, along with the creation of a new vocational-technical community college, for the administration of programs. The Steering Committee will consider each of the alternatives before the recommendation to the appropriate state and local agencies.

The final phase will involve the preparation for initiating programs in September, 1975.

ASSUMPTIONS:

Dr. Maner emphasized that there were several major assumptions concerning programs:

A. Existing facilities, both public and private, would be utilized. This would greatly reduce the cost of operation of programs and would make better use of public facilities during the evening hours.

B. The program emphasis would be entirely on vocational-technical programs. Related (supportive) courses would be provided by Salisbury State or UMES.

C. The programs would be "different" from those currently being offered in adult education or in the vocational-technical centers. When there is overlapping between an existing offering and a projected program, the new program would provide an opportunity for advanced training, perhaps leading to an associate degree.

STEERING COMMITTEE FUNCTIONS:

It was emphasized that the purposes of the Committee included:

A. Providing data.

B. Identification of facilities within the four (4) county area.

C. Interaction with the community in a public relations capacity. Explain, interpret, and win support for the project.

D. Review of alternative plans for administering programs.

E. Review of draft of proposal to state and/or local agencies.

POTENTIAL PROGRAMS:

Dr. Maner then presented information based on data available from previous studies, and indicated that labor demand and student interest figures demonstrated a high potential for postsecondary programs in the following areas:

Accounting

Allied Health

Auto Mechanics

Building Trades

Business Management

Hotel-Motel Management

Law Enforcement

Office Occupations

Retailing

Other postsecondary programs also being considered are:

Data Processing

Electromechanical

Farm Manager

Food Processing

Landscaping

Marine Technology

Tailoring

Transportation Technology

Welding

QUESTIONNAIRE - STUDENT INTEREST:

Discussion of student interest assessment revealed that the previous study, as reported by the Wye Institute, did not include Worcester County. In addition, that study included only high school students. It was therefore decided to administer another survey, which would be given to high school seniors and local employees who might wish job training on a part-time basis. Other groups may also be provided an opportunity to respond to the survey at a later date.

The instrument was designed by Dr. Maner, with the assistance of Mr. Jim Smith of DVE, and Mr. Leo Lezzer and Dr. Marinus Kip of the Research Division of the State Department of Public Instruction.

The findings will be used to determine which programs to offer, as well as where to offer the programs. For example, in Hotel-Motel Management, where the employment needs may be concentrated in Worcester County, that particular program might be offered in Ocean City. The same might apply with regard to Law Enforcement in Dorchester County. In other program areas, it might be feasible to offer the first year of a two-year program in each county, with the possibility of combining the second year for those persons desiring an associate degree.

It was also stated that many of the program areas listed on the questionnaire are in fields in which graduates may elect to pursue further education at a later time. Although the justification for programs would be based on student interest and projected job opportunities, four-year colleges are beginning to recognize the need to offer full credit for graduates of occupational programs, thus allowing them to enter as Juniors. Graduates of many career programs are able to complete a bachelor degree with two additional years of study. Data Processing, Engineering Technology, Allied Health are prime examples. Other areas include Accounting, Law Enforcement, and Business Management. It is therefore no longer necessary for individuals to choose between a job-training program and baccalaureate programs. It is becoming more and more possible to simultaneously prepare for both entry level job proficiency and further education. For this reason, it is hoped to have as many high school seniors as possible completing the questionnaires.

DISCUSSION:

Mr. Greenwood, of the Wicomico County Board of Education, raised a question concerning the "output" data. During the meeting it was suggested that Dr. Maner confer with Mr. Greenwood at a later time and resolve the discrepancy. This has been accomplished, and the original figures as presented at the meeting are correct. The "Vocational Education Output" column reflects the numbers of students from public and private sources who are actually placed in a specific occupation after having received training.

Another question arose concerning the availability of electronics training from current sources, such as the Wicomico Vocational-technical Center. Dr. Maner has also discussed this with Mr. Greenwood since the committee meeting. They have agreed that in the

event that the local and regional job requirements indicate a need for advanced training beyond the current level, such a program might be implemented. Employers in the area have been contacted, and they will investigate and report on their findings at the next committee meeting.

Mr. Morris made a statement concerning the willingness of Dr. Crawford and Dr. Buffkins to offer supporting services. In a subsequent meeting with Dr. Maner, Dr. Crawford reiterated his willingness to support this effort. Specific items are now being discussed with regard to Retailing, Accounting, and Business Management, and will be reported on at the next meeting of the Steering Committee. Dr. Maner has also scheduled a meeting with Dr. Buffkins in the near future, to discuss similar items.

FUTURE STEPS:

A. Committee members will be asked to provide the names of additional employers within the area for assistance in administering the questionnaire to their employees.

B. Dr. Maner will continue working with Salisbury State College and UMES officials regarding related instruction and other resources.

C. Proposals concerning administrative and supportive services will be solicited from existing institutions.

D. Some committee members will be requested to initiate phone calls and/or meetings with employers on specific programs (i.e., Hotel-Motel Management in Ocean City; Law Enforcement in Cambridge, etc.).

E. All committee members will be requested to review and react to a draft of the report. This report should be completed in January. It should contain recommendations on programs to be offered, by county. In addition, a recommendation on the administrative unit to be employed should be included, along with statements concerning the availability of facilities for instructional purposes.

FUTURE MEETINGS:

Please accept my apology for the lack of air conditioning at the last meeting. The room was comfortable when I check it earlier in the day. We will try to insure against further difficulties of this nature.

The next meeting of the Steering Committee will be December 11, 1974, at 7:30 p.m. The agenda will be forwarded, along with more specific information prior to the meeting.

At the next meeting we will have reports from members and sub-committees with specific recommendations on each of the programs under consideration.

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Proceedings

The second meeting of the Steering Committee was held on December 11, 1974, in the E. S. Adkins Room of the E. S. Adkins Company from 7:30 to 10:00 p.m.

In Attendance:

Representing the State Agencies:

Dr. Arnold H. Maner, Project Director

Dr. Alfred C. O'Connell, Executive Director, State Board for Community Colleges, Annapolis

Representing the Community:

Dorchester County:

James Davis	Western Publishing Company Cambridge
Lt. Michael Maloney	Cambridge Police Department
Warren D. Neal	Airpax Electronics Company Cambridge
R. E. Nicholas	Dorco Farms, Inc. Vienna
Herman Stevens	Daily Banner, Cambridge

Wicomico County:

Art Binz	Peninsula General Hospital
Mrs. Judy Cox	League of Women Voters
N. Lee Dolbey	E. S. Adkins & Company
Sterral Gregory	Local Union #24, IBEW
David A. Grier	County Council
Norman Grubb	Firestone
Charles Habliston	Main Lafrentz & Co.
LaMar Ketelsleger	Green Giant
Joseph J. Long	Delegate, 36th District
Royd A. Mahaffey	Superintendent of Schools
Curtis B. Pusey	Maryland Employment Security

Kenneth Rapp	Salisbury Steel Products
Lewis R. Riley	County Council
Thomas Wilburn	Delmarva Power & Light
Frank Wood	Perdue, Inc.
Worcester County:	
George Brous	Flamingo Motel, Ocean City
Mrs. Thelma Conner	Dunes Motel; President, Ocean City Chamber of Commerce
Robert W. Gaddis	Superintendent of Schools
Fred Nicoll	F. S. Nicoll & Assoc., Ocean City
Robert H. Robertson, Jr.	Robertson Bros., Pocomoke
Abe Spinak	NASA, Wallops Flight Center
Somerset County:	
Harold Cullen	Rubberset, Crisfield
Sandy Jones	Jones & Jones, Princess Anne
Ronald G. Roberts	Chesapeake Bay Plywood Corp. Pocomoke
Richard Thomas	University of Maryland, Eastern Shore, Princess Anne
Mrs. Helen Ward	County Commissioner

REPORT FROM MR. PUSEY, MARYLAND STATE EMPLOYMENT SECURITY, ON JOB AVAILABILITY:

Mr. Pusey reported on the total numbers of job opportunities available in several occupational areas, including accounting, allied health, automotive technology, building trades, business management, retailing, hotel-motel management, law enforcement, and office occupations.

He indicated that job requests from employers in the area show a continuing demand for individuals with sufficient background in training and knowledge of skills in each of the areas above and beyond the secondary level. Dr. Maner stated that he had received responses in writing indicating that public and private employment offices in the four-county area all have a constant need for trained individuals. In the building trades and office occupations categories, he received positive statements concerning the need for post-secondary training from all the agencies.

REPORTS ON EMPLOYER NEEDS FOR TRAINED INDIVIDUALS IN NINE PROGRAM AREAS:

ACCOUNTING, MR. CHARLES HABLISTON, MAIN LAFRENTZ & COMPANY:

Mr. Habliston presented information concerning the number of job opportunities and requirements for trained individuals in the total spectrum of the accounting field. He particularly emphasized the need for support personnel, including bookkeepers, and others who can relieve the professional accountant of routine responsibilities.

ALLIED HEALTH, MR. ART BINZ, PENINSULA GENERAL HOSPITAL:

Mr. Binz reported on the results of a recent survey of Health Care facilities on the Eastern Shore. The survey indicated a continuing need for the two-year RN graduates. In addition, he reported the potential need for more programs in a wide range of paraprofessional personnel.

AUTOMOTIVE TECHNOLOGY, MR. FRANK WOOD, PERDUE, INC.:

Mr. Wood indicated to the group that there was a need for individuals in post-secondary training in the Automotive field, in order to prepare individuals to maintain and repair complex automotive machinery. This thinking refers not only to the views of Perdue, Inc., but also to that of other employers with similar needs for employees with these qualifications and level of competencies. In addition to specific training in automotive skills, Mr. Wood specified a need for training in personnel relations.

BUILDING TRADES, MR. N.LEE DOLBEY, E. S. ADKINS & COMPANY:

Mr. Dolbey commented on the high quality of graduates from the Wicomico Vocational Technical Center. He indicated that these individuals have no trouble at all getting employment upon their completion of programs, but added that additional numbers of individuals with this background will need training at a higher level in other topics. He stated that these individuals would not need to have a bachelor's degree but that they do need some further level of post-secondary training which would enable them to develop skills in a large number of diverse areas. Among them are communications skills, accounting, mathematics.

BUSINESS MANAGEMENT AND RETAILING, MR. JACK JERARDI, HECHT CO.:

Mr. Jerardi was unable to attend the meeting. However, he has indicated that he will send a letter verifying the need for these programs.

HOTEL-MOTEL MANAGEMENT, MRS. THELMA CONNER, OCEAN CITY CHAMBER OF COMMERCE:

Mrs. Conner presented a detailed report, compiled with the assistance of George Brous, on the needs for a hotel-motel management program. Their findings indicate a definite demand in their area, particularly since the resort nature of the Ocean City community requires many employees in the hospitality field. The hotel management program could encompass training in restaurant and food management and preparation, as well as supervisory and supportive fields within the lodging portion of the industry. They also reported that related programs such as in office occupations and building trades would be incorporated into the over-all term of hotel-motel management. Further details are available in Mrs. Conner's report.

LAW ENFORCEMENT, LT. MICHAEL MALONEY, CAMBRIDGE POLICE DEPARTMENT:

Lt. Maloney stated that there are a large number of law enforcement agencies in Dorchester County, many of which require the earning of an Associate degree for job entry. Individuals serving these agencies are even now going out of state to attend more than one institution in order to obtain the proper training because they are unable to obtain the necessary training locally. This applies to both individuals currently employed in a law enforcement agency and to those students aspiring for such employment.

OFFICE OCCUPATIONS, CURTIS PUSEY, MARYLAND STATE EMPLOYMENT SECURITY:

Mr. Pusey stated that the job bank carried a minimum of three openings for trained people in the office occupational cluster at any given time. The need for programs in office occupations is clear.

STUDENT INTEREST:

Dr. Maner reported that there was a much stronger need demonstrated from among the graduating seniors in the survey results than he had anticipated. The survey of student interest was also taken in firms employing over 250 people. A sample of welfare recipients was receiving the questionnaire in the mail with welfare checks. The general public was being given the opportunity to express their opinion by responding to questionnaires which would be placed in supermarkets, banks, and other public places. Dr. Maner acknowledged the assistance of the Jaycees in Wicomico County and their counterparts in the other counties in that particular portion of this effort. He also emphasized the cooperation of the public schools in the distribution of the questionnaires. Dr. Maner said that, based on the high school population alone, there was a clearly demonstrated interest in each of the nine programs under initial consideration.

Results from the survey of high school seniors from Dorchester County showed a need that was sufficient to demonstrate that the Law Enforcement program could be permanently located in that county. The same was true of Worcester County concerning hotel-motel management. Of the remaining programs, there was adequate student interest in all of the counties to show that courses could be offered in any one of them.

Dr. Maner then went down the list of programs, indicating the total numbers of students desiring each of the categories. These were:

Accounting	79
Allied Health (RN)	71
Automotive Technology	67
Building Trades	130
Business Management	43
Hotel-Motel Management	15
Law Enforcement	39
Office Occupations	216
Retailing	82

Furthermore, there were 290 individuals whose first choice was not among these nine, but whose second choice was in one of the nine programs being considered for implementation in the near future. These individuals would be provided with that information so that they could enroll in their second-choice program if they so desired.

There was also a high potential of student interest shown in several other program categories, but it was determined that job demand didn't equal this potential of interest. One such category, electronics, had originally appeared to be a possible program. Initial inquiries made into it led Dr. Maner to determine that further pursuit of the field would have to be foregone at this time.

Dr. Maner then presented a sheet on Comparative Data, which is included at the end of this report. He emphasized that here were two rural counties with similar characteristics to our own on the Lower Eastern Shore in which successful programs were being offered at the secondary, post-secondary and private sector levels. This clearly demonstrates that the potential for similar programs in our area is there. He pointed out that Allegany County, like our area, is bordered on the north by one state and on the south by another, and that both of these states have post-secondary programs.

Allegany County also had a state college. Secretarial science, for example, was offered at the Vocational-Technical School, Allegany Community College, and at Catherman's Business School, and was successful as a course at all of them. One of the reasons that a community college and a business school were successful operating side by side was that they were not competing for the same type of individuals. We should explore ways we could contract with existing institutions for the benefit of the total community.

Dr. Maner then said that it is clear that jobs exist in quantity, that specific job opportunities were available in the community at the level and of the type that we had been discussing. It was reiterated that it has been clearly demonstrated that not only does that need exist, but that there is a strong interest by individuals within the community who desire to enroll in these programs.

ADMINISTRATIVE ALTERNATIVES:

Mr. Alexander (Sandy) Jones reported as a member of the sub-committee formulated for the purpose of making a report on the administrative alternatives available to implement the programs. Mr. Jones provided the committee with a brief historical review of previous efforts to establish a community college on the Lower Eastern Shore, including the fact that well documented studies concerning the need for such an institution had been presented unsuccessfully in previous years.

Mr. Jones then went into the deliberations of the sub-committee. He indicated that Dr. Maner had written letters to the chief administrators of the three area institutions. Dr. Maner received responses from Dr. George Silver, Chesapeake Community College; Dr. Archie Buffkins, University of Maryland, Eastern Shore; and Dr. Norman Crawford, Salisbury State College.

The response from UMES is that they would be supportive by making available any resources that might lend assistance to our project. They are quite willing to be supportive, but at this time they do not think they would be interested in actually awarding the associate degrees. Mr. Jones also restated that UMES wants to help our project in any way possible short of administration.

Chesapeake College had expressed a willingness to form a satellite campus in our area, but since the resources were primarily located within our own community, the sub-committee had some difficulty in seeing what advantages Chesapeake could offer in providing services that we couldn't provide for ourselves.

In discussing the response from Salisbury State College, Mr. Jones brought out that Dr. Crawford addressed point by point each of the major areas concerning instructional, supportive and administrative services that Salisbury State College could provide.

Dr. Crawford said in his letter that many of the resources that he mentioned would be available if the programs would be offered by Salisbury State College or by a local vocational-technical community college if that became the only way that it were possible to implement the programs. Budget and associate degrees would have to be dealt with, but he felt that these were hurdles that could be overcome.

The sub-committee had therefore suggested that Dr. Maner meet with Dr. Crawford before the meeting of the Steering Committee as a whole, and say that it was the unanimous decision of the sub-committee to explore the possibility of Salisbury State College, in addition to providing the supportive service, also providing the administrative portions of the program. Dr. Maner and David Grier subsequently met with Dr. Crawford.

The discussion with him had centered around the following six points:

1. Budget
2. Associate Degrees
3. Tuition
4. Open Door Policy
5. Identity - Organization
6. Time Frame.

Dr. Crawford agreed to explore the possibility of obtaining funds from the Division of Vocational Education of the State Board for Public Instruction. In addition, approval for the awarding of the associate degrees would simultaneously be sought from that same agency.

Dr. Crawford indicated that the existing admission policies at Salisbury State College are very similar to those in community Colleges. Therefore, this does not appear to be a problem.

With regard to separate identity, Dr. Crawford was in complete accord that the vocational-technical programs be given substantial recognition within the framework of Salisbury State College.

Dr. Crawford agreed that it was imperative that the potential success for approval of Salisbury State College to administer these programs be determined quickly in order that other alternatives might be pursued. Dr. Crawford stated that the most significant concern is to insure that these needed educational services be provided to the community. The decision with regard to administrative control should be of secondary concern.

DISCUSSION:

The discussion centered around the comparison of the advantages of offering these programs in Salisbury State College as compared to a new vocational-technical community college. Members of the Steering Committee discussed the pros and cons of the six points that had been reviewed with Dr. Crawford.

At that time, Dr. Maner stated that he felt that the Steering Committee should accept the recommendation of the sub-committee to move in the direction of Salisbury State College. A motion was made and seconded that the recommendation of the sub-committee be accepted. The motion was carried.

FUTURE STEPS:

Dr. Maner will schedule future meetings in the respective counties, hopefully involving the county officials. At the same time, he will be preparing the proposal. The members of the Steering Committee will receive a copy of the draft of the proposal upon its completion and will be asked for their reaction.

APPENDIX B

JOB NEEDS AS INDICATED BY RESPONSES FROM EMPLOYMENT SECURITY & OTHERS

JOB NEEDS AS INDICATED BY RESPONSES FROM EMPLOYMENT SECURITY AND OTHER EMPLOYMENT OFFICES

Program	Som.	Wor.-S.H.	Wor.-O.C.	Wic.	Dor.	Vo.Rehab*	MP
Accounting			x	x		x	
Allied Health	x			x		x	
Automotive Technology				x	x	x	
Building Trades	x	x	x	x	x	x	x
Business Management				x		x	
Hotel-Motel Management			x	x		x	
Law Enforcement				x	x	x	
Office Occupations	x	x	x	x	x	x	x
Retailing				x		x	

*Vocational Rehabilitation officials have stated that they have had clients who have had training needs in each of these areas and have had to refer them outside our geographic region for such training.

Legend: Som - Somerset, Wor-S.H. - Worcester, Snow Hill, Wor-O.C. - Worcester, Ocean City, Wic - Wicomico, Dor - Dorchester, MP - Manpower

APPENDIX C

STUDENT CAREER INTEREST QUESTIONNAIRE

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

STUDENT CAREER INTEREST SURVEY

This questionnaire gives you a chance to let us know what kind of career training you feel should be offered on the Lower Eastern Shore.

NAME: ☐☐☐☐☐☐☐☐☐☐☐☐ ☐☐☐☐☐☐☐☐ ☐
LAST FIRST INITIAL

SCHOOL OR COMPANY: ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

MALE ☐ 01 FEMALE ☐ 02

Please select two occupations from the list below. In the box beside your 1st choice, mark a "1"; in the box beside your 2nd choice, mark a "2".

☐ 01 Accounting
☐ 02 Agriculture/Marine
☐ 03 Bookkeeping
☐ 04 Bricklayer
☐ 05 Business Machine Operator
☐ 06 Business Management
☐ 07 Buyer/Purchasing Agent
☐ 08 Carpenter
☐ 09 Cashier
☐ 10 Clerk-Typist
☐ 11 Data Processing
☐ 12 Dental Assistant
☐ 13 Drafting Technician
☐ 14 Electrician
☐ 15 Electronics Technician
☐ 16 Fashion Merchandising
☐ 17 Hotel-Motel Management
☐ 18 Inhalation Therapy
☐ 19 Key Punch Operator
☐ 20 Landscaping
☐ 21 Law Enforcement
☐ 22 Licensed Practical Nurse
☐ 23 Meat Processing
☐ 24 Mechanic
☐ 25 Medical Laboratory Technician
☐ 26 Medical Transcription
☐ 27 Painter
☐ 28 Plumbing
☐ 29 Printing
☐ 30 Registered Nurse
☐ 31 Sales
☐ 32 Secretary/Stenographer
☐ 33 Shipping/Receiving
☐ 34 Tailoring
☐ 35 Welding
☐ 36 X-Ray Technician
☐ 37 Other (specify) _____

If the tuition were reasonable and you could easily get to them, in which of the programs below would you be interested in enrolling?

01 ☐ 2-year Associate Degree program
02 ☐ Less than 2-year certificate program
03 ☐ Non-credit program of any length
04 ☐ None of these

Would you be interested in attending: (check one)

Full time (day) ☐ Part time (evening) ☐

----------Do not mark in this space:----------

☐☐☐☐ Program choice ☐☐ County ☐☐ Status (student or empd)

APPENDIX D

PROGRAM PRIORITIES AND LOCATIONS

PROGRAM PRIORITIES AND LOCATIONS

The following recommended implementation sequence for the first nine (9) programs is based on a combination of student interest and the availability of facilities, equipment, and other resources.

Specific courses within approved programs may also be offered at any time and location where there is sufficient demand.

This listing of priorities will be reviewed on an annual basis.

PROGRAM IMPLEMENTATION SEQUENCE

1st Year (Recommended)

Dorchester:	Law Enforcement, Office Occupations, Accounting
Wicomico:	Retailing, Office Occupations, Accounting
Worcester:	Hotel-Motel Management, Office Occupations
Somerset:	Office Occupations

2nd Year (Tentative)

Dorchester:	Building Trades, Nursing
Wicomico:	Building Trades, Nursing
Worcester:	Building Trades, Nursing, Business Management
Somerset:	Building Trades, Nursing

3rd Year (Tentative)

Wicomico:	Automotive Technology, Business Management

APPENDIX E

SAMPLE CURRICULA

ACCOUNTING
SAMPLE CURRICULUM

FRESHMAN YEAR

FIRST SEMESTER	*Sem. Hrs.*
Principles of Accounting (AC 111)	3
Intro. to Data Processing (DP 120)	4
Communication Elective	3
Elementary Math (MA 100)	3
Elective	3
Physical Education	1
	17

SECOND SEMESTER	*Sem. Hrs.*
Principles of Accounting (AC 112)	3
Office Machines (BU 101)	2
Communication Elective	3
Business Math (MA 107)	3
Bus. Org. & Management (BU 100)	3
Physical Education	1
	15

SOPHOMORE YEAR

THIRD SEMESTER	*Sem. Hrs.*
Intermediate Accounting (AC 211)	3
Payroll & Tax Accounting (AC 217)	3
Field Experience (RF 201)	4
Principles of Economics (EC 101)	3
Elective	3
	16

FOURTH SEMESTER	*Sem. Hrs.*
Intermediate Accounting (AC 212)	3
Cost Accounting (AC 215)	3
Business Elective	3
Field Experience (RF 202)	4
Humanities Elective	3
	16

ACCOUNTING
COURSE DESCRIPTION

AC 111 Principles of Accounting I **3 semester hours**
A study of accounting theory and practice through the accounting cycle, including the preparation and interpretation of financial statements (2 hours lecture, 2 hours lab).

AC 112 Principles of Accounting II **3 semester hours**
A study of accounting principles as they apply to assets and equities, including an introduction to manufacturing accounting and financial statement analysis. Prerequisite AC 111 or consent of instructor (2 hours lecture, 2 hours lab).

AC 211 Intermediate Accounting I **3 semester hours**
An intensive study and review of accounting principles. Emphasis is placed on the preparation of financial statements; problems in accounting for cash, investments, receivables, inventories, and fixed assets. Prerequisite AC 112 or consent of instructor (3 hours weekly).

AC 212 Intermediate Accounting II **3 semester hours**
A continuation of AC 211 with emphasis on intangible assets, long-term liabilities, stockholders' equity, single-entry systems, correction of errors, and financial statement analysis. Prerequisite AC 211 or consent of instructor (3 hours weekly).

AC 215 Cost Accounting **3 semester hours**
A study of the principles involved in the determination of material, labor, and overhead costs in job-order and process cost systems. Includes an introduction to standard costs and analysis of variances, analysis of cost information, and preparation of cost statements for administrative and control purposes. Prerequisite AC 112 or consent of instructor (4 hours weekly).

AC 217 Payroll & Tax Accounting **3 semester hours**
A study of Federal and State legislation and procedures affecting payroll. Attention is also focused on current Federal Income Tax Law and its application to individuals, partnerships, and corporations. Prerequisite AC 111 or consent of instructor (3 hours weekly).

DP 120 Introduction to Data Processing **4 semester hours**
As a result of this course you will be able to describe the historical developments of data processing, the characteristics of digital computer systems, their components, and programming languages. You will also be able to flowchart, code, and successfully run a program written in an assembly language (3 hours lecture, 2 hours lab).

MA 100 Elementary Mathematics I **3 semester hours**
The course is a review of high school arithmetic and algebra. The student will be introduced to sets, their notation and operations; algebraic manipulations dealing with whole numbers, Integers, and Rationals; operations on decimal numbers and percents; manipulation of whole number exponents and simplification of whole number radicals; finding absolute values, primes, highest common factors and lowest common multiple; solving word problems that may involve the above concepts. Prerequisite: There is no prerequisite for the course. In a normal situation this course is NOT transferrable to a four year institution (4 hours weekly).

MA 107 Business Mathematics **3 semester hours**
This learning program stresses practical applications of arithmetic and mathematical concepts appropriate to the various occupational problems in business. The student will develop a working ability with percentages, proportions and ratios, understand basic algebraic functions including quadratic equations and exponentiation, and be able to use tables and charts in the solution of business problems. The student will also be able to apply basic statistical techniques to date in representing its meaning. Prerequisite MA 100 or consent of instructor.

EC 101 Principles of Economics (Macro) **3 semester hours**
An introduction to the basic economic concepts of supply and demand, production, distribution, and consumption. Additional topics include national income analysis, economic role of government, and business cycles (3 hours weekly).

RF 201 Related Field Experience **4 semester hours**
A supervised work experience program for students in their major subject area. Its basic purpose is the integration of academic and job-related learning. Student submits weekly reports and attends regular seminars. Regular evaluation of student performance is required of both the employer and the student's faculty supervisor. Prerequisite: Sophomore standing and "C" average in major courses (1 hour seminar, 9 hours weekly).

RF 202 Related Field Experience **4 semester hours**
A continuation of the supervised work experience in the student's major field of study received in RF 201. Prerequisite: Satisfactory completion of RF 201 (1 hour seminar, 9 hours work weekly).

BU 100 Business Organization and Management **3 semester hours**
In this course the student will be able to identify and describe current organizational and management principles and practices as they are occurring in today's business world. The student will gain an appreciation of the kind of organization within which he or she may work and the kinds of management problems and capabilities which may be experienced by participating in role playing and discussion groups. He or she will also recognize changes that are presently occurring in many businesses by hearing guest speakers, questioning them, and submitting written reports on those activities (3 hours weekly).

BU 101 Office Machines **2 semester hours**
The student will develop competency in the operation of office machines typically found in business offices. The equipment he will concentrate on include automatic-rotary calculators, electronic calculators, adding machines, keypunch, ITEL automatic typewriter, duplicator and mimeograph (4 hours weekly).

AUTOMOTIVE TECHNOLOGY
SAMPLE CURRICULA

FIRST SEMESTER

	Credit Hours
English 101	3
History 101 or 103	3
Automotive Technology 101	4
Automotive Technology 103	4
Automotive Technology 105	2
Physical Education 152	2
Total:	18

SECOND SEMESTER

English 112	3
History 102 or 104 (continue sequence)	3
Automotive Technology 102	4
Automotive Technology 104	3
Automotive Technology 106	2
Physical Education 100	2
Total:	17

THIRD SEMESTER

Business Administration 101	3
Mathematics 103	3
Speech 101	3
Automotive Technology 201	4
Automotive Technology 203	4
Total:	17

FOURTH SEMESTER

Business Administration 206	3
Elective	3
Automotive Technology 202	4
Automotive Technology 204	4
Automotive Technology 206	2
Physical Activity	1
Total:	17
Total Credit Hours:	69

AUTOMOTIVE TECHNOLOGY
COURSE DESCRIPTIONS

101 Internal Combustion Engines — **4 semester hours**

Offered first semester. Three hours lecture and three hours demonstration per week.

Two- and four-stroke cycle principles of operation, compression ratio, piston displacement, operation clearances and tolerances, valve timing, horsepower and torque development, adjustments, and trouble-shooting procedures.

102 Internal Combustion Engines — **4 semester hours**

Offered second semester. Three hours lecture and three hours demonstration per week.

A continuation of Automotive Technology 101 with entire emphasis on the automobile engine.

Prerequisite: Automotive Technology 101 or consent of instructor or advisor.

103 Automotive Electricity — **4 semester hours**

Offered first semester. Three hours lecture and three hours demonstration per week.

Fundamentals of automotive electricity, magnetism, induction, and the construction and use of meters; operating principles, construction, trouble-shooting, and maintenance of batteries, generators, cranking motors, regulators, relays, and solenoids. A study is also made of the various lighting and charging circuits and accessories.

Prerequisite: Consent of the instructor or advisor.

104 Carburetion, Fuel Systems — **3 semester hours**

Offered second semester. Two hours lecture and three hours demonstration per week.

Types of fuels and air-fuel ratios for internal combustion engines. Construction, operation, and maintenance of fuel pumps and combination fuel and vacuum pumps. Construction, operation, maintenance, and circuits of the different carburetors. Fuel distribution, manifolds, gasoline fuel injection system principles, and multiple carburetion.

Prerequisite: Consent of the instructor or advisor.

105 Related Technical Automotive — **2 semester hours**

Offered first semester. One hour lecture and three hours demonstration per week.

Lecture, demonstration, and discussion of the various parts of the automobile. Primarily nomenclature, functions, relationships, and operating principles of the various parts of the automobile including body and accessories.

Prerequisite: Consent of the instructor or advisor.

106 Automotive Ignition Systems — **2 semester hours**

Offered second semester. One hour lecture and three hours demonstration per week.

Operating principles, construction, trouble-shooting, and maintenance of the units of the ignition system which include: distributors, coils, condensers, advance mechanisms, and contact points. Ignition timing, wiring, and ignition malfunctions are studied.

Prerequisite: Automotive Technology 103 or consent of instructor.

108 Maintenance and Trouble-shooting — **2 semester hours**

Offered second semester for the non-automotive technology major. One hour lecture and three hours laboratory per week.

Designed to provide the student with an understanding of the basic principles, maintenance, and trouble-shooting of equipment commonly used in forestry work. Included are internal combustion engines (two-stroke, four-stroke and Diesel), ignition systems, fuel systems, electrical systems, lubrication, preventive maintenance, and simple trouble-shooting. Equipment considered includes automobiles, light and heavy trucks, chain saws, light industrial engines, and crawler tractors.

201 Automotive Transmissions — **4 semester hours**

Offered first semester and summer session. Three hours lecture and three hours demonstration per week.

Gears and gearing. The operation, construction, and maintenance of the selective sliding transmission and overdrive transmission. The operating principles and construction of fluid couplings and torque converters. The operating principles, construction, adjustments, trouble-shooting, and maintenance of the various makes of automatic transmissions.

Prerequisite: Consent of the instructor or advisor.

202 Chassis Units — **4 semester hours**

Offered second semester. Three hours lecture and three hours demonstration per week.

A study of the construction, operations, and maintenance of the various chassis units, steering gears and power steering, front suspension systems and wheel alignment, brake systems and power brakes, clutches and driving axles.

Prerequisite: Consent of the instructor or advisor.

203 Engine Testing — **4 semester hours**

Offered first semester and summer session. Three hours lecture and three hours demonstration per week.

Application of the principles of diagnosing, locating, and correcting troubles encountered in automotive engine operation. Involves the use of various types of testing equipment. Dynamometer operation. Practical problems which occur in the servicing of the internal combusion engine ignition system, and electrical system.

Prerequisites: Automotive Technology 101, 103, and 106 or consent of the instructor.

204 Body Repair and Refinishing — **4 semester hours**

Offered second semester. Three hours lecture and three hours demonstration per week.

Types of hand tools and power equipment for metal straightening. Sanding, patching rusted areas, and the use of various types of body plastics, fiberglass, and solder. Masking and preparing surface to paint. Spray painting with enamel, lacquer and acrylic lacquer. Body welding.

Prerequisite: Consent of the instructor or advisor.

AUTOMOTIVE TECHNOLOGY
COURSE DESCRIPTIONS

206 Air Conditioning — 2 semester hours
Offered second semester. One hour lecture and three hours demonstration per week.
A study of the construction, operations, and maintenance of the automobile air conditioner. Practical problems which occur in the servicing of the complex air conditioner and as these relate to the total functioning of the engine and electrical system.
Prerequisite: Consent of the instructor or advisor.

101 English Composition — 3 semester hours
Offered first and second semesters and summer session. Three hours lecture and discussion per week.
The emphasis is upon developing the ability to think clearly and express thoughts precisely. This is achieved by analyzing the various methods of essay development and using these methods in written work.

112 Report Writing — 3 semester hours
Offered first and second semesters. Three hours lecture and discussion per week.
Designed to develop practical skill in writing of technical reports, informal memoranda, progress reports, and other forms of communicative media, such as charts, graphs, and tables. Special emphasis is placed on the selection, organization, and presentation of data.

101 Speech Communication I — 3 semester hours
Offered first and second semesters. Three hours lecture, discussion, demonstration and collateral reading per week.
A course in oral communication. Designed to introduce the student to the basic principles of speech organization, semantics, audience analysis, theories of communication, and interpersonal communication; and to develop confidence and skill when speaking and reading in public. Students are required to attend individual conferences scheduled by the instructor.

103 Business Mathematics — 3 semester hours
Offered first and second semesters. (Summer session on demand.) Three hours lecture and discussion per week.
A comprehensive study of the fundamentals of mathematics as applied to the field of business. Topics covered include basic equations, percent, simple interest, bank discount, multiple payment plans, compound interest, and annuities.

101 Introduction to Business — 3 semester hours
Offered first semester. Three hours lecture and discussion per week.
An introduction to the nature of business organizations, surveying their methods of financing, marketing, and control. A study of the environmental factors and forces which cause changes. An analysis of business structure and functions, and of the problems which have faced business in the past and may be expected to exist in the future.

206 Small Business Operation — 3 semester hours
Offered second semester. Three hours lecture and discussion per week.
A review of the fundamentals of management in a business organization. Includes organization, financing records, control, personnel, labor relations, marketing policies, and long-range planning.

152 Fundamentals of Safety — 2 semester hours
Needed everywhere, by everyone, is an understanding of the means by which accidents can be prevented. This course provides a practical guide to the latest methods of safety organization and administration. It is directed toward motivating students, teachers, managers and supervisors of industry, and citizens in general to a more active role in accident prevention. The major areas of the Occupational Safety and Health Act will be dealt with throughout the course.

101 History of Western Civilization — 3 semester hours
Offered first and second semesters. Three hours lecture and discussion per week.
The development of Western civilization and its world-wide influence. Emphasis on the evolution of military, political, social, and economic institutions as well as the cultivation of the arts (Prehistory to 1500).

102 History of Western Civilization — 3 semester hours
Offered first and second semesters. Three hours lecture and discussion per week.
The contest for world empire, liberal and national movements, revolutions, economic, social, and scientific changes, imperialism, First World War, Soviet Russia, the rise of fascism, and the Second World War and its aftermath (1500 to the present).

103 United States History — 3 semester hours
Offered first semester. Three hours lecture and discussion per week.
A survey of the impact of various forces on American life, ranging from European background to the close of Reconstruction.

104 United States History — 3 semester hours
Offered second semester. Three hours lecture and discussion per week.
The study of industrial, economic, and social developments in the United States from the end of Reconstruction to modern times, including an analysis of conflicts which have shaped contemporary events.

BUSINESS MANAGEMENT
SAMPLE CURRICULUM

Freshman Year

First Semester

Course No.	Course Title	Credit Hours
BUS 101	Principles of Accounting	3
BUS 103	Introduction to Business	3
BUS 210	Business Law I	3
ENGL 101	Composition & Literature I	3
PHED	Basic Physical Education	1
	History Elective	3
		16

Second Semester

Course No.	Course Title	Credit Hours
BUS 102	Fundamentals of Accounting	3
ENGL 102	Composition & Literature II	3
SOCI 101	Introduction to Sociology	3
	Mathematics Elective	3
	Business Elective	3
		15

Sophomore Year

Third Semester

Course No.	Course Title	Credit Hours
BUS 105	Sales Management	
	or	3
BUS 212	Marketing	
BUS 107	Data Processing I	3
SPCH 141	Public Speaking	3
	Science Elective	4
PHED	Basic Physical Education	1
	Business Elective	3
		17

Fourth Semester

Course No.	Course Title	Credit Hours
BUS 203	Principles of Management	3
BUS 111	Business Correspondence	3
PSYC 101	Introduction to Psychology	3
	Business Electives	6
		15

BUSINESS MANAGEMENT
COURSE DESCRIPTION

BUS 101 PRINCIPLES OF ACCOUNTING
Course emphasizes the basic concepts of accounting principles with regard to the nature of accounts, the use of journals, ledgers, and financial statements that relate primarily to the single proprietorship form of business. Study is also made of the voucher system.
Student is required to complete a practice set.
2 hours lecture
2 hours laboratory **CREDIT: 3 semester hours**

BUS 102 FUNDAMENTALS OF ACCOUNTING
Continuation of the fundamentals as stressed in Accounting Principles with emphasis placed on corporation and partnership accounting.
Course also studies the basic concepts of cost and manufacturing, accounting, cash flows, funds statements, and statement analysis. A practice set is required.
Prerequisite: BUS 101, BUS 103, or consent of instructor.
2 hours lecture
2 hour laboratory **CREDIT: 3 semester hours**

BUS 103 INTRODUCTION TO BUSINESS
Introductory course dealing with business organizations and their functions within the framework of our economic system. Problems of financing, organizing and operating various sizes and types of business enterprises are considered. Managerial problems and functions are emphasized. Text book material is supplemented with current readings in all business areas.
3 hours lecture **CREDIT: 3 semester hours**

BUS 105 SALES MANAGEMENT
Introductory course dealing not only with the personal selling aspect and the functions of selling in our economic system, but also with managerial aspects of selling. Emphasis is placed on the work and functions of the sales manager and his relationship with selling staff. Each student is required to make a sales presentation.
3 hours lecture **CREDIT: 3 semester hours**

BUS 107 DATA PROCESSING I
Beginning course in Data Processing. Students do basic work with flow charts, terminology, and implementation of data programs. Students also have an opportunity to design a simple program. Although not required as a prerequisite, BUS 220 would be desirable.
2 hours lecture
2 hours laboratory **CREDIT: 3 semester hours**

BUS 111 BUSINESS CORRESPONDENCE
Basic course dealing with communication problems of the business world. Students may elect to complete the requirements for 1, 2, or 3 credits. Course is divided into three separate segments: Organization and principles of general correspondence, credit and collection correspondence, and sales correspondence. Course is supplemented with self instructional booklets and tape programs. Although not required, a general knowledge of typing is helpful.
2 hours lecture
2 hours laboratory **CREDIT: 3 semester hours**

BUS 203 PRINCIPLES OF MANAGEMENT
Course dealing with all aspects of supervision and control. Emphasis is placed on management activities and in particular to supervision of workers in order to obtain goals and objectives of the business organization. Students will be expected to complete a term project simulating real office management situation.
Prerequisite: BUS 103 or consent of the instructor.
3 hours lecture **CREDIT: 3 semester hours**

BUS 210 BUSINESS LAW I
General survey of legal principles and practices pertaining to the business world. Emphasis is placed on contracts, agency and employment, and commercial paper.
3 hours lecture **CREDIT: 3 semester hours**

BUS 212 PRINCIPLES OF MARKETING
Course dealing with the fundamental principles and functions of marketing with emphasis on institutional machinery by which goods are transferred from producer to consumer.
3 hours lecture **CREDIT: 3 semester hours**

BUSINESS MANAGEMENT
COURSE DESCRIPTION

ENGL 101 COMPOSITION AND LITERATURE I
Basic course in expository, persuasive, narrative, and descriptive writing. Rhetoric, language, composition, and literature are emphasized. Frequent writing assignments.
Prerequisite: Completion of high school senior English or satisfactory score on standardized test.
3 hours lecture **CREDIT: 3 semester hours**

ENGL 102 COMPOSITION AND LITERATURE II
Continuation of basic course in writing with emphasis on a research paper. Greater emphasis on literature with a focus on expository writing as a response to the literary selections.
Prerequisite: ENGL 101
3 hours lecture **CREDIT: 3 semester hours**

SPCH 141 PUBLIC SPEAKING
Designed to improve the student's efficiency in oral communication and listening. Practical application of selection of material, organization, delivery, and audience analysis.
3 hours lecture **CREDIT: 3 semester hours**

SOCI 101 INTRODUCTION TO SOCIOLOGY
A study of the principles, concepts, and methods of sociology with special emphasis on the impact of social institutions of the United States on contemporary social problems.
3 hours lecture **CREDIT: 3 semester hours**

PSYC 101 INTRODUCTION TO PSYCHOLOGY
Introduction to scientific study of human behavior. Survey course including the topics of learning, thinking, perception, emotions, motivation, frustration and conflict, abnormal behavior, personality theory, psychotherapy, psychological testing, developmental psychology, and social psychology.
3 hours lecture **CREDIT: 3 semester hours**

HOTEL-MOTEL MANAGEMENT
SAMPLE CURRICULUM

FRESHMAN YEAR		1st Sem.	2nd Sem.
AC 200 or AC 201	Survey of Accounting, or Principles of Accounting I	3	–
EN 101-102	Techniques of Reading and Writing	3	3
FM 104	Nutrition and Sanitation	–	3
FM 107	Food and Beverage Management	3	–
HE 100	Principles of Healthier Living	1	–
HM 141, HM 142	Hotel Management I and II	3	3
HM 143	Hotel Front Office Management	–	3
MA 167	Business Mathematics	3	–
SF 100	Seminar for Freshmen	1	–
HM 145	Tourism and Travel Industries	–	3
	Mathematics or science elective	–	3
	Optional Physical Education elective	–	–(1)
	Total semester hours	17	18(19)

SOPHOMORE YEAR		1st Sem.	2nd Sem.
FM 203	Equipment and Facilities	3	–
FM 208	Food and Beverage Cost Controls	–	3
HM 210	Hospitality Practicum	–	3
HM 240	Hotel Promotion and Sales	3	–
MG 204	Personnel Management	3	–
MG 205	Human Relations in Management	–	3
	Humanities electives	3	3
	Social sciences electives	3	3
	Optional Physical Education elective	–(1)	–(1)
	Total semester hours	15(16)	15(16)

HOTEL-MOTEL MANAGEMENT
COURSE DESCRIPTION

HM 141 HOTEL MANAGEMENT I (Rockville only)

Introduction to the hospitality field including the historical development, opportunities and challenges, current trends, and regulations governing the industry. Analysis of functions performed at the three levels of organization within the hotel-institutional organization and the role of domestic and international chains. *Three hours of lecture each week.* *3 semester hours*

HM 142 HOTEL MANAGEMENT II (Rockville only)

Introduction to the administration of housekeeping functions. Emphasis on work methods, and the role of the executive housekeeper in the organization. Purchasing of linens, carpeting, furniture, and interior design is also included, in addition to the examination of maintenance in relation to equipment, grounds, and pool facilities. *Three hours of lecture each week.*
3 semester hours

HM 143 HOTEL FRONT OFFICE MANAGEMENT (Rockville only)

Various methods and procedures used in the hotel/motel front office operation. Analysis of maintaining proper guest records and the accounting involved, including registering, cashiering, reservations, credit problems, duties of day and night clerks, and night auditing. Stress on coordinating functions of front office personnel. *Three hours of lecture each week.*
3 semester hours

HM 145 TOURISM AND TRAVEL INDUSTRIES (Rockville only)

A comprehensive study of tourism: background, components, and organization; importance in economy; relationship to the lodging industry; new trends in airlines absorbing and constructing world-wide hotel chains and integrating reservation systems; retail and wholesale agency research; and methods in marketing. PREREQUISITE: *HM 141 or consent of instructor. Three hours each week.* *3 semester hours*

HM 210 HOSPITALITY PRACTICUM (Rockville only)

In-service training and practical experience, totaling a minimum of 120 hours in an approved hotel/motel field. Includes 10 hours of seminar. PREREQUISITE: *Consent of instructor or sophomore standing.*
3 semester hours

HM 240 HOTEL PROMOTION AND SALES (Rockville only)

Concepts of publicity, communications, public recognition, and good will. Stress on methods of developing advertising, merchandising, and profitable use of the media. Attention to the use of convention and group sales, catering and banquet sales, and the importance of promotion in general to build an attractive public image. *Three hours of lecture each week.*
3 semester hours

AC 200 SURVEY OF ACCOUNTING

An introduction to the structure of accounting, including the nature, preparation, analysis and interpretation of accounting reports. Emphasis on budgeting, cost accounting, and internal accounting controls as integral parts of business decisions in the management process. Not intended for business or accounting majors. *Four hours each week.* *3 semester hours*

AC 201 PRINCIPLES OF ACCOUNTING I

The fundamental principles of accounting covering the complete accounting cycle for the sole proprietorship form of business organization. PREREQUISITE: *Sophomore standing or consent of department chairman. Four hours each week.* *3 semester hours*

EN 101-102 TECHNIQUES OF READING AND WRITING

Experience in using the essential tools of communication. Selected readings analyzed intensively for both meaning and evaluation. Weekly written assignments correlated to develop logical thought in correct and effective expression. *Both courses offered first and second semesters.*

EN 101: Studies in exposition: *Three hours each week.*

EN 102: Studies in argumentation, rhetoric and persuasion, scientific writing. Introduction to and practice in the methods of library research and writing a research paper. PREREQUISITE: *EN 101 or EN 101X. Three hours each week.*

HOTEL-MOTEL MANAGEMENT
COURSE DESCRIPTIONS

FM 104 NUTRITION AND SANITATION (Rockville only)

Knowledge of nutrition as it relates to health and disease. Exposure to chemical and physical changes that take place. Role of hygiene and sanitation in food storage, the prevention of food poisoning, and control of animal and insect infestations. *Three hours of lecture each week.* *3 semester hours*

FM 107 FOOD AND BEVERAGE MANAGEMENT (Rockville only)

Study of volume food and beverage setup and service management. Analysis of quantity food operations, menu construction, raw material estimates, food storage facilities, and related use of institutional food and beverage service equipment. Emphasis on various types of table setup and service as required for different functions. *Offered first semester. Two hours of lecture and two hours of laboratory each week.* *3 semester hours*

FM 203 EQUIPMENT AND FACILITIES (Rockville only)

Analysis of physical plant layout, evaluation of equipment, studying of performance requirements, and selection, use, and maintenance of equipment. Study of safety and accident prevention procedures. Opportunity to make planning, design, and analysis decisions in a practical case exercise. PREREQUISITE: *FM 101 or consent of instructor. Three hours of lecture each week.* *3 semester hours*

FM 208 FOOD AND BEVERAGE COST CONTROLS (Rockville only)

Emphasis on additional food and beverage service dealing with problem areas stressing personnel aspects. On-the-job personnel placement, control, supervision, and training. Analysis of cost control elements and budgeting implications. Offered second semester. PREREQUISITE: *FM 107 or consent of instructor. Two hours of lecture and two hours of laboratory each week.* *3 semester hours*

HE 100 PRINCIPLES OF HEALTHIER LIVING

Provision of knowledge and development of attitudes and habits needed to improve and maintain good health; health inventory; community agencies. Health fads, frauds, nutrition; disease prevention; safety; depressants and stimulants; preparation for family living, healthy mental outlook. Required of all freshmen students except those in physical education and recreation curriculums and those who are veterans, who are 25 years of age or older, or who will become 25 during a semester of enrollment. *One hour each week.* *1 semester hour*

MA 107 BUSINESS MATHEMATICS

Review of arithmetic: the fundamental operations. Percentage. Applications: metric system, billing, commission, depreciation, interest, discount, taxes, and installment purchases. Additional topics as time allows. *Three hours each week.* *3 semester hours*

MG 204 PERSONNEL MANAGEMENT

The development and use of psychology, tools and records, and management techniques in personnel administration. Coverage of the following major functions of personnel management: recruitment, placement, employee and union relations, training and career development, manpower management, and employee inventory. *Three hours each week.* *3 semester hours*

MG 205 HUMAN RELATIONS IN MANAGEMENT

Analyzes human interaction in management situations for their effect on management's aims. Examines the demands of workers, informal groups, unions, and organization structure for their influence on effective supervision and the implementation of standard personnel administration functions. *Three hours each week.* *3 semester hours*

LAW ENFORCEMENT
SAMPLE CURRICULUM

Freshman Year

		1st Sem.	2nd Sem.
ORI 1	Orientation to College (ORI 1)	0	–
ENG 101	Craft of Composition (ENG 101)	3	–
ENG 151	Technical Writing (ENG 105)	–	3
POA 101	Introduction to Law Enforcement and Organization (POA 101)	3	–
SOC 101	Introduction to Sociology (SOC 101)	3	–
POA 102	Law Enforcement and the Community (POA 103)	3	–
COS 161	Criminology (COR 210)	–	3
POA 121	Criminal Law (POA 107)*	3	–
POA 131	Administration of Justice (POA 109)	–	3
SOC 121	Urban Sociology (SOC 201)	–	3
PSY 101	General Psychology (PSY 101)	–	3
	Life Fitness and Enrichment (see pg. 44)	1	1
	Total Semester Hours	16	16

Sophomore Year

POA 141	Juvenile Delinquency (POA 201)	–	3
POA 151	Vehicle Laws and Accident Investigation (POA 203)*	2	–
POS 101	American Government (PLS 101)	–	3
POA 171	Criminal Investigation (POA 205)	4	–
ENG 102	Introduction to Literature (ENG 102)	3	–
POA 161	Organized Crime (POA 210)	–	3
MAN 121	Personnel Management and Labor Relations (BUA 212)	–	3
	Math/Science Electives	3–4	4
	Speech Elective**	3	–
	Total Semester Hours	15–16	16

LAW ENFORCEMENT
COURSE DESCRIPTIONS

POA 102 (3:3, 0) **LAW ENFORCEMENT AND THE COMMUNITY (POA 103)** introduces the student to the complexities, problems, and sociological factors in urban, suburban, and rural areas, which face today's police officers; factors which caused riots in large cities; a study of police-community relations programs; review boards; and procedures for controlling civil disorders.

POA 121 (3:3, 0) **CRIMINAL LAW (POA 107)** is a study of criminal law, evidence, and procedure which is essential for the proper performance of police duties, and includes pertinent areas of constitutional law.

POA 131 (3:3, 0) **ADMINISTRATION OF JUSTICE (POA 109)** is a study of the organization of the Maryland courts and reviews criminal pleas, statutes of limitations, extradition, rendition of indictments, grand juries, petit juries, and court procedures. The constitutional aspects of arrest, search and seizure, interrogation and confession, self-incrimination and right to counsel are discussed. Liability for violation of civil rights is also covered.

POA 141 (3:3, 0) **JUVENILE DELINQUENCY (POA 201)** is a comprehensive study of the prevention, detection and correction (institutional and non-institutional) of delinquency. Maryland laws relating to young offenders, Juvenile Court procedures, police-juvenile methods, and public and private agencies dealing with juveniles are included.

POA 151 (2:2, 0) **VEHICLE LAWS AND ACCIDENT INVESTIGATION (POA 203)** is a study of Maryland and federal vehicle laws, types of vehicle offenses, safety principles, citation and arrest procedures. Accident investigation procedures, such as the questioning of participants and witnesses at the scene of accidents, and the handling of skid marks, photographs, and other physical evidence are discussed.

POA 161 (3:3, 0) **ORGANIZED CRIME (POA 210)** is a study of the underworld in America today as a business enterprise and includes its historical background development from the Prohibition Era. Illegal gambling as the backbone of organized crime is detailed. Emphasis is placed on combatting organized crime through legislation and co-ordination of law enforcement agencies and by arousing citizen ire interest and initiative.

POA 171 (4:3, 2) P: POA 101 **CRIMINAL INVESTIGATION (POA 205)** is a study of the methods and procedures used in the investigation of crimes; sources of information; recognition, evaluation and preservation of evidence; preliminary and follow-up investigations, interrogation, booking, and bailment of suspects; and scientific methods and devices used in examination of evidence. Field work hours are arranged to accommodate the student whenever possible.

POS 101 (3:3, 0) **AMERICAN GOVERNMENT (PLS 101)** analyzes the principles, structures and decision-making processes at the national government level. The course centers on the role of government, political parties, pressure groups and individuals in shaping the policies which affect our society. Emphasis is placed on contemporary political issues.

LAW ENFORCEMENT
COURSE DESCRIPTIONS

ENG 101 (3:3, 0) C by E — **CRAFT OF COMPOSITION (ENG 101)** provides frequent practice in the fundamentals of prose writing, with emphasis on organization and presentation of ideas. Elements of style and mechanics are studied in the context of essays, mostly expository.

See also COM 101 (Experimental) as an option.

ENG 102 (3:3, 0) P: ENG 101 C by E — **INTRODUCTION TO LITERATURE (ENG 102)** provides a program in critical reading. The student specifically encounters the various literary types—short story, novel, poem, and play—and continues to write compositions, based generally on close analyses of these types.

ENG 151 (3:3, 0) P: ENG 101 C by E — **TECHNICAL WRITING (ENG 105)** provides intensive practice in developing the skills necessary for effective communication of business and technical information. Emphasis is on the means of compiling such information and on the methods for properly presenting it in such forms as the memo, the preliminary report, informal reports, formal reports, and the business letter.

ENG 161 (3:3, 0) P: ENG 101 — **INTRODUCTION TO CREATIVE WRITING (ENG 106)** is designed as an introduction to and an initiation in the problems and promises of writing narrative fiction, poetry and drama. The complexities of creative writing as a craft and an art are explored through analysis of representative works, study of the techniques appropriate for each type, and extensive practice in creating a variety of literary forms.

MAN 121 (3:3, 0) — **PERSONNEL MANAGEMENT (BUA 212)** covers the place and functions of personnel administration in management; employee-management relationships; grievance procedures and personnel problems, including case illustrations; interviewing techniques; methods of diagnosing and promoting organizational stability; recruiting and selection techniques; the development of training programs; and examination of the more common personnel policies.

PSY 101 (3:3, 0) — **GENERAL PSYCHOLOGY (PSY 101)** introduces the field and scientific methods of psychology and studies the dynamic factors which influence human behavior, including personality, intelligence, perceptual processes, and learning. Adjustment and interpersonal relationships are covered.

SOC 101 (3:3, 0) C by E — **INTRODUCTION TO SOCIOLOGY (SOC 101)** considers the study of the structures, functions, and consequences of human groupings. The sociological perspective is employed to present, discuss, and analyze such topics as culture, socialization, social stratification, intergroup relations, social institutions, etc.

POA 101 (3:3, 0) — **INTRODUCTION TO LAW ENFORCEMENT AND ORGANIZATION (POA 101)** surveys the historical development of criminal justice in America; organization of federal, state and local law enforcement agencies; staff functions; and requirements for employment and promotion.

COS 161 (3:3, 0) P or E: SOC 101 — **CRIMINOLOGY (COR 210)** is a study of crime and delinquency as social problems. Attention is given to major deviations, violence, and vocational patterns; and critical issues in causation of crime are examined. The study includes aspects of prevention, enforcement and correction.

NURSING
(ALLIED HEALTH)
SAMPLE CURRICULUM

FRESHMAN YEAR

FIRST SEMESTER	*Sem. Hrs.*
Intro. to Patient Needs & Nursing Care (NU 101)*	6
Integrated Science I (SC 101)	4
Communication Elective	3
Achievement Motivation or Human Potential (PY 100 or 110)	2
Physical Education	1
	16

SECOND SEMESTER	*Sem. Hrs.*
Nursing of Patients with Common Responses to Stress (NU 102)*	7
Integrated Science II (SC 102)	4
General Psychology (PY 101)	3
Communication Elective	3
	17

SOPHOMORE YEAR

THIRD SEMESTER	*Sem. Hrs.*
Practitioner Skills in Clinical Nursing (NU 201)*	9
Integrated Science III (SC 201)	4
Sociology 101	3
	16

FOURTH SEMESTER	*Sem. Hrs.*
Practitioner Skills in Clinical Nursing (NU 202)*	9
Free Electives	6
Physical Education	1
	16

*Satisfactory performance in the clinical laboratory is required for successful completion of the course.

NURSING
COURSE DESCRIPTION

NU 101 Nursing Care **6 semester hours**
The focus in the first semester is the development and attainment of attitudes, knowledges and skills, both interpersonal and manual, which are necessary for the student to assist the patient in meeting his normal health care needs. The influence of the stress-adaptation process on basic health needs and nursing care is emphasized. Pre- or co-requisite: Science 101 (4 hours lecture, 6 hours lab).

NU 102 Nursing of Patients With Common Responses to Stress **7 semester hours**
At the completion of this course the students will have utilized the skills learned in Nursing 102 to develop those competencies required to administer safe, technical nursing care to patients of all ages who have common health problems. Through consideration of major categories of patient response to stress (immobility, obstruction, infection, bleeding, alteration in perception) the student will select general nursing actions pertinent to each of the responses. Prerequisite: Science 102, Psychology 100 (4 hours lecture, 9 hours lab).

NU 201 Practitioner Skills In Clinical Nursing I **9 semester hours**
The student will build on theoretical knowledges and clinical skills attained in Nursing 101 and 102. He will become more proficient in providing care to singular patients experiencing more complex, recurrent health problems. While concentrating on three major categories of patient response to stress, immobility, obstruction and infection, the student will develop competencies necessary to administer safe, technical nursing care. When implementing care for patients of varying ages and in varying health care settings, he will select general nursing actions pertinent to the response the patient is experiencing. The student will become more comfortable and evaluative in providing technical care. Prerequisites: Nursing 102, Science 102, Psychology 101. Pre- or co-requisite: Science 201 (5 hours lecture, 12 hours lab).

NU 202 Practitioner Skills In Clinical Nursing II **9 semester hours**
The student will be prepared to assume his beginning role as a technical nurse in caring for patients who are experiencing, or may be expected to experience, complex, recurring health problems resulting from the major responses of bleeding and alterations in perception. The student will be able to care for a small group of patients and function safely within the limits of a member of the nursing team. He will be able to identify common, recurring patient needs and select independent nursing actions appropriate to the needs and the response in evidence. Prerequisite: Nursing 201, Science 201 (5 hours lecture, 12 hours lab).

SC 101 Integrated Science **4 semester hours**
Integrated Science 101 is a course designed for non-science majors, consisting of an integrated sequence of physical, chemical, and biological principles relating to non-living and living systems. This course will enable the student to become aware, to identify, and to evaluate situations and/or problems in contemporary science which include information of the universe and forces basic to its evolution, energy demands, states of matter, development of life in our planetary system, nature of science, measurement techniques, and the scientific method. The laboratory program will develop an understanding of the fundamental principles of problem-solving and their applications to non-living and living systems.

SC 102 Integrated Science II **4 semester hours**
"Integrated Science 102" is a course designed for non-science majors, consisting of an integrated sequence of physical, chemical, and biological systems relating to living systems. This course will enable the student to become aware, to identify, and to evaluate situations and/or problems in science which include development of the cell theory, chemical and physical properties of cells, and the tissues and organs of the ten human body systems (skeletal, muscular, nervous, circulatory, respiratory, digestive, excretory, endocrine, reproductive, and integumentary). The laboratory program will develop an understanding of the interrelationships of the human body systems stressing chemical, physical, and biological principles. Prerequisite SC 101 or consent of instructor.

SC 201 Integrated Science III **4 semester hours**
Integrated Science 201 is a course designed for non-science majors, consisting of an integrated sequence of physical, chemical, and biological principles that demonstrate the relationships between non-living and living systems. This course will enable the student to become aware, to identify, and to evaluate situations and/or problems in science which includes: an indepth study of the anatomical, chemical, and physical principles involved in the nervous and circulatory systems; conduction pathways using diagnostic apparatus such as EEG and EKG; the stages of the menstrual cycle and fetal development including the effects of drugs and diseases; and an overview of the growth patterns, effects, and practical applications of microorganisms. The laboratory program will develop a mastery of the techniques and skills required in utilizing diagnostic apparatus, in handling of microorganisms, and in isolating and identifying disease-causing organisms. Prerequisite SC 102 or consent of instructor.

PY 100 Human Potential Seminar **2 semester hours**
The objectives of this course are to increase self-affirmation, self-motivation, self determination, and a positive regard for others. This group-oriented course is structured to provide achievement of these purposes through an increase in awareness of personal identity and in capacity for healthy inter-personal relationships (3 hours weekly).

PY 101 General Psychology **3 semester hours**
Through this introduction to the field of psychology, the student will develop an understanding of and be able to interpret, analyze, and evaluate psychological information, especially as it appears in films and non-technical articles. The student will be able to scientifically observe behavior and to interpret and relate these observations to psychological concepts. The student will be able to distinguish personal facts from inferences, psychological facts from assumptions, and psychological principles from psychological theories. The student will be able to interpret psychological facts and principles, and when given illustrations will be able to identify the way that psychologists would ordinarily use to gather their facts. The student will select one of several options to study during the remainder of the term. He will be exposed to a wide variety of psychological facts and theories which he must learn, react to, or investigate in depth.

PY 110 Achievement Motivation **2 semester hours**
The basic objectives of this course are to encourage students to think more achievement thoughts and to use achievement strategies. Students are involved in a series of simulated life experiences, games, planning sessions for goals, and in studying and analyzing the results and their reactions to them. The course is conducted in an open, warm, and accepting climate (3 hours weekly).

SO 101 Introduction to Sociology **3 semester hours**
Through this introduction to Sociology, the student will develop an understanding of the basic concepts of Sociology including culture, socialization, social strain and social change and be able to apply these concepts to social problems and his everyday life experiences. The student will be exposed to sociological information and ideas which will help him understand and clarify his own norms, values, and attitudes.

OFFICE OCCUPATIONS
EXECUTIVE SECRETARIAL SCIENCE
SAMPLE CURRICULUM

FIRST SEMESTER	*Sem. Hrs.*
Beg. Typing (SS 171) or Intermediate Typing (SS 172)*	2
Beg. Shorthand (SS 173) or Intermediate Shorthand (SS 174)*	3
Prin. of Accounting (AC 111)	3
Communication Elective	3
Elementary Math (MA 100) or Science Elective	3
Secretarial Seminar (SS 170)	1
Physical Education	1
	16

SECOND SEMESTER	*Sem. Hrs.*
Intermediate Typing (SS 172) or Advanced Typing (SS 270)	2
Intermediate Shorthand (SS 174) or Advanced Shorthand (SS 271)	3
Office Machines (SS 101)	2
Business Math (MA 107)	3
Communication Elective	3
Bus. Org. & Management (BU 100)	3
Physical Education	1
	17

THIRD SEMESTER	*Sem. Hrs.*
Transcription (SS 272)	2
Business Communication (SS 175)	3
Prin. of Economics (EC 101)	3
Humanities Elective	3
Elective	3–4
Intro. to Data Processing	4
	18–19

FOURTH SEMESTER	*Sem. Hrs.*
Secretarial Practice (SS 273)	3
Social Science Elective	3
Field Experience (RF 201)	4
Advanced Typing (SS 270) or Business Elective	2–3
Advanced Shorthand (SS 271) or Business Elective	3
	15–16

*Beginning course level will depend upon the student's skill proficiency on a placement test given prior to the beginning of classes.

SECRETARIAL SCIENCE
COURSE DESCRIPTIONS

SS 170 Secretarial Seminar **1 semester hour**
This course orients secretarial students to job opportunities, employment requirements, and the role of a secretary in business, government, and industry. Personal grooming and social poise are also emphasized. Required of all secretarial majors (1 hour weekly).

SS 171 Beginning Typing **2 semester hours**
The development of basic typing skills is the primary objective of this course. Business forms will be used in the development of these skills. Thirty net words per minute for five minutes is the minimal standard for a "C" grade (4 hours weekly).

SS 172 Intermediate Typing **2 semester hours**
The student will develop his typing speed and control as the basic objective of this course. He will concentrate on additional topics including proofreading, tabulations, multiple carbons, letters, and business forms. The student must reach forty net words per minute for five minutes for a "C" grade. Prerequisite BU 171 or consent of instructor (4 hours

SS 173 Beginning Shorthand **3 semester hours**
The student will understand and become proficient in Gregg Shorthand through reading and writing of contextual shorthand materials. The student will be able to take dictation at sixty words per minute for three minutes which is the minimal standard for a "C" grade (4 hours weekly).

SS 174 Intermediate Shorthand **3 semester hours**
The student will demonstrate further mastery of Gregg Shorthand theory and facility in the reading and writing of shorthand. He must reach eighty words per minute for five minutes for a "C" grade. Prerequisite SS 173 or consent of instructor (4 hours weekly).

SS 175 Business Communications **3 semester hours**
The student will increase his effectiveness in business-type communications through written communication, as well as some review of language mechanics. He will also focus his attention on the composition of business letters and business reports (3 hours weekly).

SS 270 Advanced Typing **2 semester hours**
Further development of typing speed and accuracy is the basic objective of this course. Topics include statistical materials, business forms, business letters, ditto masters and stencils.

Students may elect legal typing with emphasis on legal correspondence, records and documents and/or medical typing with an emphasis on medical case histories, correspondence and reports. Fifty net words per minute for five minutes is the minimal standard for a "C" grade. Prerequisite SS 172 or consent of instructor (4 hours weekly).

SS 271 Advanced Shorthand **3 semester hours**
The mastery of Gregg Shorthand theory and further development of the reading and writing of shorthand so that the student will take dictation at rates of 120 and 140 words per minute are the basic objectives of this course. Prerequisite SS 174 or consent of instructor (4 hours weekly).

SS 272 Transcription **2 semester hours**
The student will develop speed and accuracy in transcribing materials of various context and length. Prerequisite Secretarial Science 174 or consent of instructor (4 hours weekly).

SS 273 Secretarial Practice **3 semester hours**
Secretarial Practice enables students to compare their interests, aptitudes, and qualifications with those required for success in the secretarial field. By encouraging self-analysis and emphasizing efficiency, the student will practice and improve work habits so important in assuming a leadership role in the office or advancing to some form of administrative level in an organization. Prerequisites Secretarial Science 101, 170, 270, 271, and 272.

AC 111 Principles of Accounting I **3 semester hours**
A study of accounting theory and practice through the accounting cycle, including the preparation and interpretation of financial statements (2 hours lecture, 2 hours lab).

Office Machines **2 semester hours**
The student will develop competency in the operation of office machines typically found in business offices. The equipment he will concentrate on include automatic-rotary calculators, electronic calculators, adding machines, keypunch, ITEL automatic typewriter, duplicator and mimeograph (4 hours weekly).

MA 100 Elementary Mathematics I **3 semester hours**
The course is a review of high school arithmetic and algebra. The student will be introduced to sets, their notation and operations; algebraic manipulations dealing with whole numbers, Integers, and Rationals; operations on decimal numbers and percents; manipulation of whole number exponents and simplification of whole number radicals; finding absolute values, primes, highest common factors and lowest common multiple; solving word problems that may involve the above concepts. Prerequisite: There is no prerequisite for the course. In a normal situation this course is NOT transferrable to a four year institution (4 hours weekly).

MA 107 Business Mathematics **3 semester hours**
This learning program stresses practical applications of arithmetic and mathematical concepts appropriate to the various occupational problems in business. The student will develop a working ability with percentages, proportions and ratios, understand basic algebraic functions including quadratic equations and exponentiation, and be able to use tables and charts in the solution of business problems. The student will also be able to apply basic statistical techniques to date in representing its meaning. Prerequisite MA 100 or consent of instructor.

EC 101 Principles of Economics (Macro) **3 semester hours**
An introduction to the basic economic concepts of supply and demand, production, distribution, and consumption. Additional topics include national income analysis, economic role of government, and business cycles (3 hours weekly).

BU 100 Business Organization and Management **3 semester hours**
In this course the student will be able to identify and describe current organizational and management principles and practices as they are occurring in today's business world. The student will gain an appreciation of the kind of organization within which he or she may work and the kinds of management problems and capabilities which may be experienced by participating in role playing and discussion groups. He or she will also recognize changes that are presently occurring in many businesses by hearing guest speakers, questioning them, and submitting written reports on those activities (3 hours weekly).

DP 120 Introduction to Data Processing **4 semester hours**
As a result of this course you will be able to describe the historical developments of data processing, the characteristics of digital computer systems, their components, and programming languages. You will also be able to flowchart, code, and successfully run a program written in an assembly language (3 hours lecture, 2 hours lab).

RF 201 Related Field Experience **4 semester hours**
A supervised work experience program for students in their major subject area. Its basic purpose is the integration of academic and job-related learning. Student submits weekly reports and attends regular seminars. Regular evaluation of student performance is required of both the employer and the student's faculty supervisor. Prerequisite: Sophomore standing and "C" average in major courses (1 hour seminar, 9 hours weekly).

RF 202 Related Field Experience **4 semester hours**
A continuation of the supervised work experience in the student's major field of study received in RF 201 Prerequisite: Satisfactory completion of RF 201 (1 hour seminar, 9 hours work weekly).

RETAILING
SAMPLE CURRICULUM

	Cr.	Hours Per Cl.	Hours Week Lab.	Total Clk. Hrs.
First Semester				
90:123 Retail Experience and Seminar	5	4	15	342
90:124 Retail Mathematics	2	2	0	36
90:125 Retailing	3	3	0	54
15:101 Introduction to Business	3	3	0	54
15:241 Human Relations	3	3	0	54
	16	15	15	540
Second Semester				
90:126 Retail Experience and Seminar	5	4	15	342
90:127 Retail Receiving and Pricing	2	2	0	36
15:221 Marketing	3	3	0	54
15:223 Salesmanship	3	3	0	54
30:130 Communications I	3	3	0	54
	16	15	15	540
Summer Session				
90:223 Retail Experience and Seminar	2	4	15	152
90:224 Field Surveys	2	0	3	24
90:225 Retailer's Role in Business and Society	2	4	0	32
90:226 Fundamentals of Display	2	4	0	32
	8	12	18	240
Third Semester				
90:233 Retail Experience and Seminar	5	4	15	342
90:234 Retail Buying Fundamentals	3	3	0	54
90:235 Retail Merchandising	2	2	0	36
90:236 Retail Management Accounting	3	3	0	54
15:222 Principles of Advertising	3	3	0	54
	16	15	15	540
Fourth Semester				
90:237 Retail Experience and Seminar	5	4	15	342
90:238 Retail Personnel Management	2	2	0	36
90:239 Retail Store Management Techniques	3	3	0	54
90:240 Marketing Management for Retailers	3	3	0	54
15:120 Business Law I	3	3	0	54
	16	15	15	540

RETAILING
COURSE DESCRIPTIONS

90:123, 90:126, 90:223, 90:233, 90:237
Field Experience and Seminar (4 – 15) **5 s.h.**
On-the-job work experience, 15 hours per week; individualized instruction projects, 3 hours per week; group interaction seminars, 1 hour per week. Total time block, 19 hours per week each semester.

90:124 Retail Mathematics (2 – 0) **2 s.h.**
Basic mathematical skills necessary in a retail store situation. Includes basic mathematical principles, percentages, interest, and mechanics of handling daily monetary activities.

90:125 Retailing (3 – 0) **3 s.h.**
Retailing as a career, shopping center innovations, organization and location considerations in the retail field.

90:127 Retail Receiving and Pricing (2 – 0) **2 s.h.**
Policies and procedures of pricing and receiving; markup and markdown procedures, price legislation, checking and marking merchandise, handling returns and allowances, distribution of merchandise within the store itself.

90:224 Field Surveys (2 – 0) **2 s.h.**
Exposure to several different retail store operations through visits to retailing establishments.

90:225 Retailer's Role in Business and Society (2 – 0) **2 s.h.**
The historical development of the retail store; relationships of retail stores to other business and social activities, and the effect of these activities upon the legal and economic environment.

90:226 Fundamentals of Display (2 – 0) **2 s.h.**
The planning, coordination, and arrangement of point-of-sale displays. The concepts, types, and functions of the display art.

90:234 Retail Buying Fundamentals (3 – 0) **3 s.h.**
Buying duties and policies, how to buy, how much to buy, buying methods, source selection, price lines, and sales records. Product knowledge and analysis relative to the buying function, and value analysis of products.

90:235 Retail Merchandising (2 – 0) **2 s.h.**
Principles and methods of retail store merchandising including elements of profit, merchandise control, physical inventory, budgeting, and planning.

90:236 Retail Management Accounting (3 – 0) **3 s.h.**
Accounting principles and methods needed to work at the supervisory level in a retail store. Basic principles, accounting activities, accounting for merchandise procedures, receivables, payroll and taxes, reports related to departmental accounting, and record keeping procedures, banking procedures, and machine operations.

90:238 Retail Personnel Management (2 – 0) **2 s.h.**
Management-labor relations, supervisory duties and responsibilities, and staffing procedures as applicable to retail store operations.

90:239 Retail Store Management Techniques (3 – 0) **3 s.h.**
Retail management fundamentals, including the organization of levels of management, and the control and planning procedures of the retail operation.

90:240 Marketing Management for Retailers (3 – 0) **3 s.h.**
Marketing research techniques, and the interactions of resource, facility, and market potential as they relate to the practicing retailer.

90:243 Food Merchandising (2 – 0) **2 s.h.**
Operating procedures in food stores, preparation and promotion of food products; in-store displays and promotional activities; non-food item merchandising; stock shrinkage and control measures; good customer relations.

90:244 Food Store Management Techniques (3 – 0) **3 s.h.**
Food store inventory control; food item buying; shelf and floor space allocation; pricing factors; front-end operations; food store merchandising operations coordination.

15:101 Introduction to Business (3 – 0) **3 s.h.**
Phases and functions of the business world including ownership, finance, managerial controls, production, marketing, and the physical factors of business.

15:120 Business Law I (3 – 0) **3 s.h**
Law applied to business transactions and business relationships. Includes an introduction to the common law system of jurisprudence and the courts, contracts, commercial paper, agency, employment, personal property, bailments, and sales.

15:221 Marketing (3 – 0) **3 s.h**
The marketing process in its relation to the broad business function of providing socially acceptable goods and services, a process that is completely integrated with all business activities.

15:223 Salesmanship (3 – 0) **3 s.h**
Techniques of selling as related to buyer motives. Sales presentation of goods and services.

15:241 Human Relations (3 – 0) **3 s.h.**
Problems of defining the wants of the worker and of management and bringing these elements together in formal and informal organizations; implementing programs to help them achieve their common purpose – to work together productively and co-operatively, and with economic, psychological, and social satisfaction.

30:130 Communications I (3 – 0) **3 s.h.**
Individualized study designed to help each student improve his skills in the areas of reading, writing, listening, and speaking to meet his communication needs in college and career.

90:241 Fashion Merchandising (2 – 0) **2 s.h.**
Personal qualifications required for successful fashion merchandising; analysis of fashion trends; fabric and textile knowledge requirements; accessory coordination; display and promotion of fashion merchandise; fashion merchandising procedures.

90:242 Fashion Management Techniques (3 – 0) **3 s.h.**
Buying fashion items to meet customer demands; pricing of fashion merchandise; planning and control of stock; coordination and promotion of fashion goods; management of credit, returns, and allowances; supervision of sales activities.

APPENDIX F

EXPENDITURES

UNIVERSITY OF CALIF.
LOS ANGELES

AUG 1 1975

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

EXPENDITURES
PROPOSED OPERATING BUDGET
LOWER SHORE COMMUNITY COLLEGE

	1975-76	1976-77	1977-78
Board of Trustees	$ 800	$ 800	$ 900
President	25,500	28,000	30,800
Administrative Specialist	-	18,000	19,800
Secretaries	15,500(2)	17,000 (2)	24,000 (3)
Counselor, Student Affairs, Financial Aid, Admissions	14,000	15,400	17,000
Admin.Asst/Sec. to Counselor	-	-	10,000
Business & Finance Officer	20,000	22,000	24,500
Faculty	43,200(A)	95,000(B)	147,600(C)
Librarian	12,000	13,000	14,000
Fiscal Clerks	3,700(½time)	8,000(1)	16,800(2)
Registrar/Admissions Clerk	7,500	8,300	9,100
Communications	8,000	9,000	10,000
Travel	5,000	5,500	6,000
Purchase of Books	20,000	25,000	30,000
General Institutional	12,000	13,000	15,000
Part-time Help	2,800	10,500	10,500
Instructional Equipment	5,000	6,000	8,000
Fringe Benefits	5,000	5,500	6,000
Total Operating Expenditures	$200,000	$300,000	$400,000
Full-time Equivalent Students	100	150	200
Cost per FTE	$ 2,000	$ 2,000	$ 2,000
Revenues:			
State	$110,000	$165,000	$220,000
Counties (VocTech)	56,000	84,000	112,000
Student fees, tuition	34,000	51,000	68,000
	$200,000	$300,000	$400,000

(A) All part-time, equivalent to six full-time
(B) Four full-time @ $13,000 & part-time to equate 6 full-time
(C) Eight full-time @ $14,500 & part-time to equate 4 full-time